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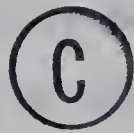


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THE UNIVERSITY OF ALBERTA

SOME ASPECTS OF THE ROLE OF SELECTED
DEPUTY MINISTERS OF EDUCATION



by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SEPTEMBER, 1968

ABSTRACT

The purpose of this study was to investigate some aspects of the role of selected deputy ministers of education.

The aspects of the role chosen for investigation included five general areas, (1) responsibility for the internal administration and supervision of the department of education, (2) general responsibility for the selection and specification of duties of top level departmental personnel as well as the responsibility for their actual selection and specification of duties, (3) distribution of specified ministerial powers and duties, (4) relationships which exist between the deputy minister of education and selected others in matters pertaining to education, and (5) perceptions of other aspects of the role.

The subjects selected for the investigation included the incumbent deputy ministers of education for the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan, as well as each of their immediate predecessors. Personal interviews were carried out with each of the subjects according to an interview schedule designed by the writer.

Findings indicated that the deputy minister is responsible for the internal administration and supervision of the department of education. He is also responsible for the actual selection and specification of duties of top level departmental personnel. The deputy minister exercises many of the powers and performs many of the duties designated by legislative prescription to the Minister. The deputy minister is involved in various relationships, which may include one or more of advising, conferring, consulting, coordinating, directing, encouraging, influencing, and warning, with the Minister of Education, other ministers

of the Crown, cohorts, top level departmental personnel, and other bodies or individuals. The degree or intensity of involvement in these relationships may vary from a very slight degree to a very high degree, and the time demand from rarely to always.

Two conclusions have been drawn on the basis of these findings. The first conclusion suggests that, while there appears to be a general role applicable to all deputy ministers of education, there is no role which is specifically applicable to all deputy ministers. The second conclusion suggests that the deputy minister of education is a political figure.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

I. GENERAL STATEMENT OF THE PROBLEM

One of the conclusions drawn from a 1965 study involving all eleven deputy ministers of education in Canada¹ was that ". . . comprehensive statements of the qualifications for and the duties of a deputy minister of education cannot be obtained."² McCutcheon provides the basis for this conclusion,

Correspondence with all civil service commissions or equivalent bodies in Canada resulted in a variety of opinions and suggestions. But, in effect, civil service commissions are unable to provide information that might be termed a 'job description.'³

The position of Deputy Minister of Education, the highest ranking civil servant in the department of education, appears to be the one position directly related to provincial educational systems about which the least information is available.

The duties of a deputy minister are more likely to be defined or designated in general than in specific terms.⁴ It is known, for example, that the Deputy Minister is the top-ranking civil servant in the

¹One province, New Brunswick, has two deputy ministers; all other provinces have one.

²W. W. McCutcheon, "What Makes A Deputy Minister?" The Manitoba Teacher, Vol. 44, No. 5 (March-April, 1965), p. 10.

³Ibid.

⁴Ibid., p. 12.

Department of Education. He advises the Minister, carries out general education policy, supervises and directs all departmental officials, and maintains continuity of administration. Beyond these and other general items of information, little appears to be known about the details of the position. For example, what precisely are the duties, functions, and responsibilities of a Deputy Minister of Education? What is the nature of the relationships in matters pertaining to education in which a Deputy Minister is involved? How does a Deputy Minister of Education perceive his role? It is this last question with which this study is concerned.

Role studies suggest that the behavior of an individual incumbent within an organizational setting will be predisposed by his own concept, or perception, of his role. This perception, normally, is contingent upon three factors,

- 1) in part, upon his perception of the expectations held for his position by various reference groups,
- 2) in part, upon his perception of the formal, written requirements of his position, and
- 3) in part, upon his desire to gratify his own pattern of need dispositions, which is at all times influencing his perceptions.⁵

On the basis of these factors it becomes apparent that the behavior of an individual is influenced not only by the actual expectations held for him, but also by his own perception of these expectations and by the extent to which he decides to act on these perceptions. Thus, not all

⁵L. H. Morin, "Role Perceptions and Principals," The Canadian Administrator, Vol. IV, No. 5 (February, 1965), p. 18.

Deputy Ministers of Education perform the role in the same way, partly because they are subjected to differing expectations and partly because they perceive the expectations differently. The behavior, then, of a position incumbent is contingent on the extent to which he chooses to act on the expectations he perceives others to hold for the position.

Miklos elaborates on this point,

Although it is not always included in role analysis, it must be recognized that the individual also has his own conception of his role and that he will be guided to some extent by his self-expectations as well as by the expectations of others. This is one more reason why there are differences as well as similarities in the ways in which particular roles are enacted by different individuals.⁶

The preceding discussion indicates that a plausible method by which a position within an organizational setting can be analyzed is by focusing on the perception of the incumbent. This would make it possible to ascertain appropriate behavior for that particular position in terms of the perception of the incumbent. This, essentially, is the method which will be used for purposes of this study which is concerned with an analysis of the role of Deputy Minister of Education in the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan as revealed by the perception of these selected incumbents as well as each of their immediate predecessors. This analysis will form the basis for subsequent description of the role.

II. STRUCTURE AND PERSONNEL OF SELECTED DEPARTMENTS OF EDUCATION

Some background information would appear appropriate to facilitate

⁶E. Miklos, "Role Theory in Administration," The Canadian Administrator, Vol. III, No. 2 (November, 1963), p. 5.

subsequent descriptive analysis of the general area outlined above. This information will include a brief general description of the organizational suprastructure with which, and the senior personnel with whom, each of the current Deputy Ministers is involved.

The British North America Act, 1867, reserved for the provinces almost the exclusive right to legislate with regard to education.⁷ The basic legislative pattern was set out in section 93 of the Act, "In and for each province the legislature may exclusively make laws in relation to education. . . ." This provincial jurisdiction has been jealously guarded through the years and has contributed to the evolution of various types of provincial educational systems in Canada. These diverse systems reflect different developments under detailed clauses associated with section 93 of the British North America Act, 1867, (e.g. Ontario vs. Quebec), or different interpretations of special clauses in provincial constitutions, (e.g. Alberta vs. Saskatchewan). However, as Phillips points out, most of them have had a similar development and all have some characteristics in common.⁸ These common characteristics extend to the central education agency of each province.

Each of the provincial educational systems is administered by a department of the provincial government, the Department of Education.

⁷British North America Act, 1867, s. 93. Exceptions are noted in this regard. The federal government is involved in the education of Indians and education in the Yukon and North West Territories, and in the majority of provinces certain denominations are guaranteed particular rights in public education.

⁸C. E. Phillips, The Development of Education in Canada (Toronto: W. J. Gage & Co., Ltd., 1957), p. 163.

The administrative structure of each department of education fits the conventional pattern of government administration in the provinces of Canada. In each, as Lloyd noted, Ministers, and their senior advisers, preside over an appointed staff of various directors, superintendents, and supervisors to constitute a central educational agency.⁹ Each of the provincial departments of education with which this study is concerned, albeit indirectly, conforms to this pattern and a brief description of each follows. The discussion will be limited to the organizational suprastructure with which, and the senior personnel with whom, each of the current deputy ministers is involved.

Alberta. In Alberta the Minister of Education is the executive head of the Department of Education¹⁰ with powers to establish the necessary offices to carry out the work of the Department.¹¹

The Deputy Minister reports directly to the Minister, is responsible for the internal operation of the Department and, as such, acts as an administrative extension of the Minister and Cabinet. Unlike his cohorts in Manitoba and Saskatchewan the Deputy Minister in Alberta has no professional or executive assistant, nor an assistant or associate deputy minister.

Seven senior officers report directly to the Deputy Minister. Six of these, the Chairman of the Provincial Board of Post-Secondary

⁹W. S. Lloyd, The Role of Government in Canadian Education, The Quance Lectures, 1959 (Toronto: W. J. Gage, Ltd., 1959), p. 29.

¹⁰The Department of Education Act, R.S.A., 1955, c. 95, s. 6.

¹¹Ibid., s. 4.

MINISTER OF EDUCATION

DEPUTY MINISTER

Universities Commission -----

Chief Superintendent of Schools

Chairman, Provincial Board of Post-Secondary Education

Director of Operational Research

Director of School Administration

Director of Vocational Education

Manager, School Book Branch

Chief Administrative Officer

School Buildings Board

Director of Curriculum

Director of Special Educational Services

Supervisory Officers

Registrar

FIGURE I

SUPRASTRUCTURE, DEPARTMENT OF EDUCATION,

ALBERTA, 1968

Education, The Director of Operational Research, the Director of School Administration, the Director of Vocational Education, the Chief Administrative Officer, and the Manager of the School Book Branch report directly concerning their functional divisions. The seventh, the Chief Superintendent of Schools, reports directly concerning four functional divisions: Curriculum, Special Services, Registrar, and Supervisory Officers.

Each of the functional divisions is staffed with various personnel who report directly to the senior official of their division, or to an immediate superior who in turn reports directly to the senior official.

Although more branches have been added to the structure of the Department of Education as a result of various reorganizations of the internal structure since 1946, the number of persons or positions reporting directly to the Deputy Minister has not notably increased. The most recent reorganization occurred in early 1968 and resulted in the addition of two branches, the Provincial Board of Post-Secondary Education, and Operational Research.

British Columbia. In British Columbia, the Council of Public Instruction, composed of the Minister of Education as well as the other members of the Executive Council,¹² has wide discretionary powers in matters pertaining to education within the province.¹³ Policy formulations, contained in the rules of the Council,¹⁴ govern

¹²Public Schools Act, R.S.B.C., 1958, c. 42, s. 15.

¹³Ibid., ss. 16, 17, 18.

¹⁴Rules of the Council of Public Instruction for the Government of Public Schools in the Province of British Columbia.

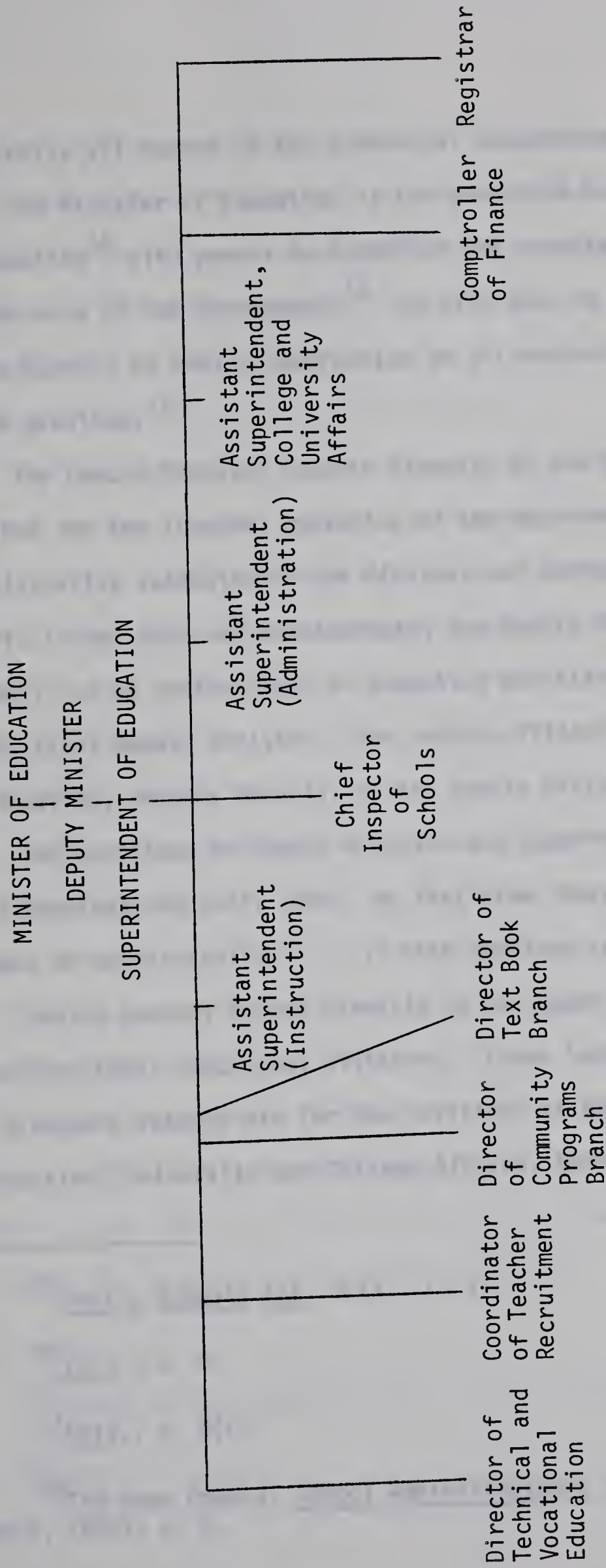


FIGURE 2
SUPRASTRUCTURE, DEPARTMENT OF EDUCATION,
BRITISH COLUMBIA, 1968

practically all facets of the provincial educational system.

The Minister of Education is the executive head of the Department of Education¹⁵ with powers to establish the necessary offices to carry out the work of the Department.¹⁶ He also acts in an advisory capacity to the Council of Public Instruction on all matters relating to education in the province.¹⁷

The Deputy Minister reports directly to the Minister and is responsible for the internal operation of the Department. He acts as an administrative extension of the Minister and Cabinet. Unlike his cohorts in Manitoba and Saskatchewan, the Deputy Minister in British Columbia has no professional or executive assistant, nor an associate or assistant deputy minister. One senior official, the Superintendent of Education, reports directly to the Deputy Minister.

The positions of Deputy Minister and Superintendent of Education was a combined one until 1965. At that time, because of ". . . added burdens of administration . . .," this combined role was split in two.¹⁸

Twelve persons report directly to the Superintendent of Education concerning their functional divisions. These include the superintendents and directors responsible for the divisions of Administration, Instruction, University and College Affairs, Technical and Vocational

¹⁵Public Schools Act, Ibid., s. 4.

¹⁶Ibid., s. 5.

¹⁷Ibid., s. 6(c).

¹⁸The News Digest, School Administration, Vol. 2, No. 4 (July-August, 1965), p. 9.

Education, Teacher Recruitment, Tests and Standards, Community Programs, and the Text Book Branch, as well as the Registrar, Chief Inspector of Schools, Comptroller, and Superintendent of Jericho Hill School. Each division is staffed with various personnel who report directly to the senior official of their division, or to an immediate superior who in turn reports directly to the senior official.

The only reorganization of note, as far as this study is concerned, which has occurred in the internal structure of the Department of Education in British Columbia is the separation of the position of Deputy Minister from that of Superintendent of Education. Prior to this separation, nine persons or positions reported directly to the combined office. The separation, in effect, reduced the number to one, the Superintendent of Education.

Manitoba. In Manitoba the Minister of Education is the executive head of the Department of Education.¹⁹ An Advisory Board, reconstituted in 1962, considers and gives advice on such matters as teacher training, religious and patriotic exercises, and curricula and text books.²⁰

The Deputy Minister of Education reports directly to the Minister and is responsible for the internal operation of the Department. He acts as an administrative extension of the Minister and Cabinet. Attached to the office of Deputy Minister is a special administrative assistant, the Assistant to the Deputy Minister.

¹⁹The Education Department Act, R.S.M., 1954, c. 67, s. 5.

²⁰Ibid., ss. 14-23.

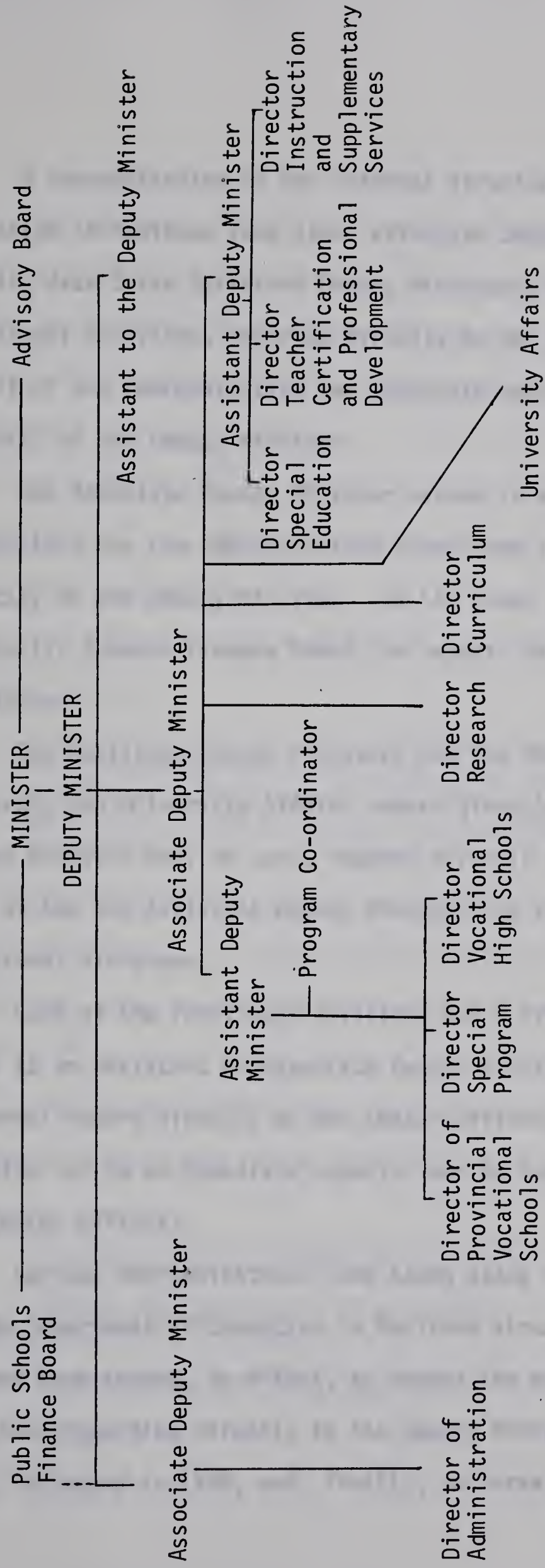


FIGURE 3

SUPRASTRUCTURE, DEPARTMENT OF EDUCATION,

MANITOBA, 1968

A reorganization of the internal structure of the Department of Education in Manitoba took place effective September 1, 1967. Prior to this date three Assistant Deputy Ministers, each superintending two functional divisions, reported directly to the Deputy Minister. As a result of the reorganization two Associate Deputy Ministers now report directly to the Deputy Minister.

One Associate Deputy Minister serves in a dual capacity. He is responsible for the Administration branch and in this capacity he reports directly to the Deputy Minister. In his other capacity, as Chairman of the Public Schools Finance Board, he reports directly to the Minister of Education.

Two Assistant Deputy Ministers and the Directors of Curriculum, Research, and University Affairs report directly to the second Associate Deputy Minister who, in turn, reports directly to the Deputy Minister. Each of the two Assistant Deputy Ministers is responsible for three functional divisions.

Each of the functional divisions has a Director directly responsible to an Assistant or Associate Deputy Minister. Various other personnel report directly to the senior official of their functional division or to an immediate superior who in turn reports directly to the senior official.

Various reorganizations have taken place in the internal structure of the Department of Education in Manitoba since 1949. These reorganizations have served, in effect, to reduce the number of persons or positions reporting directly to the Deputy Minister from eighteen in 1949, to twelve in 1959, and, finally, to three in 1968.

Saskatchewan. In Saskatchewan the Minister of Education "presides" over the Department of Education.²¹ The choice of the word "preside" makes Saskatchewan unique amongst the western provinces in this respect. In two of the other provinces, British Columbia and Manitoba, the Act stipulates that the Minister ". . . shall have the management and control of the Department."²² In the third, Alberta, the Act stipulates that the Minister ". . . shall administer, manage, and control . . ." the Department of Education.²³

The section of the Saskatchewan Act relating to management and control states,

. . . all that part of the administration of the government of Saskatchewan relating to education shall be under the control of the department and, without restricting the generality of the foregoing, the department shall have the management of all . . . schools. . . .²⁴

The Act further stipulates that the Department of Education ". . . shall administer . . ." some eighteen stated Acts and ". . . such other Acts as may be designated by the Lieutenant Governor in Council."²⁵

There is an advisory body, The Educational Council, comprised of five members appointed by the Lieutenant Governor in Council, which

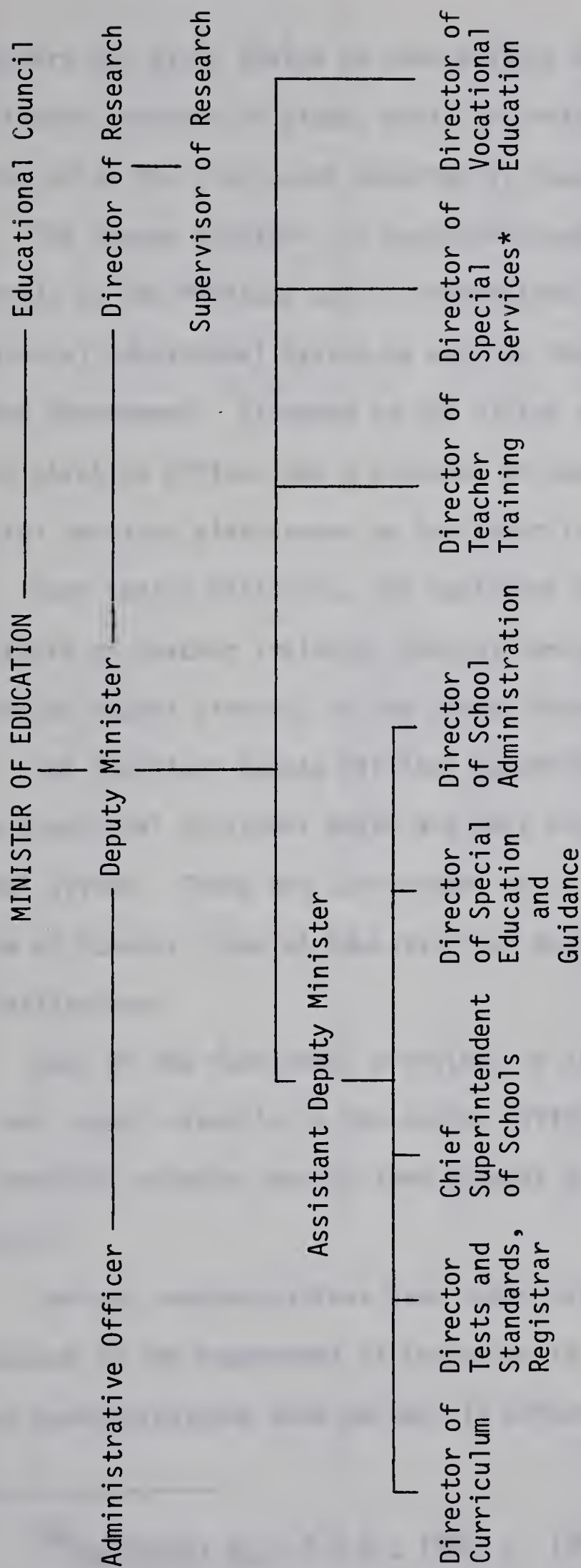
²¹The Department of Education Act, R.S.S., 1965, c. 26, s. 2.

²²Public Schools Act, R.S.B.C., Ibid., s. 4; and The Education Department Act, R.S.M., Ibid., s. 3.

²³The Department of Education Act, R.S.A., Ibid., s. 6.

²⁴Ibid., s. 4.

²⁵Ibid., s. 5.



*Also serves as Assistant to the Deputy Minister

FIGURE 4

SUPRASTRUCTURE, DEPARTMENT OF EDUCATION,

SASKATCHEWAN, 1968

considers and gives advice on such matters as teachers, teachers' institutes, courses of study, texts and reference books, and any other matter which the Lieutenant Governor in Council lays before it.²⁶

The Deputy Minister, as executive head of the Department, reports directly to the Minister and is responsible for the operation of the provincial educational system as well as the internal administration of the Department. Attached to the office of Deputy Minister is the Administrative Officer and a Director of Research. The Director of Special Services also serves as Assistant to the Deputy Minister.

Four senior officials, the Assistant Deputy Minister, and the Directors of Teacher Training, Special Services, and Vocational Education report directly to the Deputy Minister.

The Assistant Deputy Minister coordinates the activities of the five functional divisions which are most directly concerned with the school system. These are Curriculum, Tests and Standards, Superintendence of Schools, Special Education and Guidance, and School Administration.

Each of the functional divisions is staffed with various personnel who report directly to the senior official of their division or to an immediate superior who in turn reports directly to the senior official.

Various reorganizations have taken place in the internal structure of the Department of Education in Saskatchewan since 1939. These reorganizations have served, in effect, to reduce the number of

²⁶The School Act, R.S.S., 1965, c. 184, ss. 16, 17, 18.

Positions(s) reporting directly to:	Cabinet & Legislature	Minister of Education	Deputy Minister of Education
Alberta	Minister of Education	Deputy Minister Director of School Administration*	Chief Superintendent of Schools Director of School Administration Director of Operational Research Chairman of Provincial Board of Post-Secondary Education Director of Vocational Education Chief Administrative Officer Manager, School Book Branch
British Columbia	Minister of Education	Deputy Minister Superintendent of Education**	Superintendent of Education
Manitoba	Minister of Education	Deputy Minister Associate Deputy Minister ***	Associate Deputy Minister Associate Deputy Minister Assistant to the Deputy Minister
Saskatchewan	Minister of Education Deputy Minister****	Deputy Minister	Assistant Deputy Minister Director of Teacher Training Director of Special Services Director of Vocational Education Director of Research Administrative Officer

*In the capacity as Chairman of the School Buildings Board.

**In certain matters with the knowledge and consent of the Deputy Minister.

***In his capacity as Chairman of the Public Schools Finance Board.

****On occasion the Deputy Minister makes presentations to Cabinet and usually accompanies the Minister to the House for debate on the Department of Education budget.

FIGURE 5

persons or positions reporting directly to the Deputy Minister from a peak twenty-two in 1956, to sixteen in 1959, and, finally, to six in 1968.

III. STATUTORY REFERENCES TO THE DEPUTY MINISTER OF EDUCATION

Alberta. Legislative prescription in Alberta provides only three brief references to the position of Deputy Minister of Education.

Reference is made to a Deputy Minister who may be appointed, subject to The Public Service Act, by the Lieutenant Governor in Council and who shall hold office during the government's pleasure.²⁷

The only other references to a Deputy Minister of Education is in connection with a school board debenture issue. The Act states on two occasions that countersignature by either the Minister or Deputy Minister is required.²⁸

British Columbia. Legislative prescription in British Columbia provides only one reference to the Deputy Minister of Education.

Reference is made to a Deputy Minister who may be appointed in accordance with the provisions of the Civil Service Act.²⁹

Manitoba. Legislative prescription in Manitoba provides relatively more references to the Deputy Minister of Education than are provided in either of the three other provinces involved in this study.

²⁷The Department of Education Act, op. cit., s. 4.

²⁸The School Act, R.S.A., 1955, c. 297, ss. 262-2(b), 274(1).

²⁹Public Schools Act, op. cit., s. 5.

Reference is made to a Deputy Minister who may be appointed as provided in the Civil Service Act and who shall discharge the duties of the office as prescribed by the Lieutenant Governor in Council.³⁰

For purposes of The Public Schools Act, "competent authority" has been defined to include the Deputy Minister.³¹ The Act also stipulates that school districts, when under the control of an official trustee, must have any loans for current expenses approved by the Minister or Deputy Minister.³²

Further references are made to the Deputy Minister in the composition of three boards. The Deputy Minister, or his designate, serves as a member of the High School Examination Board³³ and The Advisory Board.³⁴ He also serves as Chairman of The Collective Agreement Board.³⁵

Saskatchewan. Legislative prescription in Saskatchewan provides only two brief references to the Deputy Minister of Education.

Reference is made to a Deputy Minister who may be appointed subject to the Civil Service Act.³⁶

³⁰The Education Department Act, op. cit., s. 4.

³¹The Public Schools Act, R.S.M., 1954, c. 215, s. 2(5).

³²Ibid., s. 234(4).

³³The Education Department Act, op. cit., s. 10-3(a).

³⁴Ibid., s. 15-1(a).

³⁵The Public Schools Act, op. cit., s. 414(a).

³⁶The Department of Education Act, op. cit., s. 3.

The only other reference to a Deputy Minister of Education is in connection with a school board debenture issue. The Act states that the legality of such a debenture will be conclusively established when countersigned by either the Minister or Deputy Minister.³⁷

The Interpretation Act. In addition to the above references to the specific office of Deputy Minister of Education in each of Canada's western provinces there appears to be only one further reference which is not contained in provincial legislative prescription directly relating to education. This reference, a significant overriding statement with respect to the office of Deputy Minister, is to be found in each province's Interpretation Act. This Act serves to provide a basis for consistency in the interpretation of any or all provincial statutes, and any or all sections thereof, as well as any regulations made under the authority of a statute. The wording of the Act of each of the four provinces in western Canada is identical,

Words directing or empowering a Minister of the Crown to do any act or thing, or otherwise applying to him by his name of office, include a Minister acting for or, if the office is vacant, in the place of such Minister, under authority of an Order in Council, and also his successors in such office, and his or their lawful deputy; and words directing or empowering any other public officer or functionary to do any act or thing, or otherwise applying to him by his name of office, include his successors in such office, and his or their lawful deputy.³⁸

³⁷The School Act, op. cit., s. 192.

³⁸The Interpretation Act, R.S.B.C., 1960, c. 199, s. 23(i). See also: The Interpretation Act, R.S.A., 1955, c. 160, ss. 31, 32; The Interpretation Act, R.S.M., 1954, c. 128, s. 19(2,3); The Interpretation Act, R.S.S., 1965, c. 1, ss. 16(2,3).

The Saskatchewan Act, only, states further,

. . . and where by any Act the signature of a Minister is required to a document the document may be signed or counter-signed by a minister acting for or, if the office is vacant, in the place of such minister or by his lawful deputy with the same force and effect as if signed by the minister.³⁹

While these sections of The Interpretation Act of each of the provinces of western Canada relate to the office of deputy minister in general, they do provide a certain framework of discretionary authority within which a Deputy Minister of Education might discharge the duties, functions, and responsibility of his office.

IV. OTHER RELATED READING

Only one study directly relating to the position of Deputy Minister of Education in Canada has been reported. This study, carried out in 1965 by W. W. McCutcheon and previously cited in this chapter, attempted to formulate a statement of the qualifications for and the duties of a Deputy Minister of Education.⁴⁰ The study, by the writer's own admission, apparently failed to achieve either objective and resorted to a description of academic qualifications and other personal data of Deputy Ministers of Education in Canada at that point in time.

Two other sources make direct references to the position of Deputy Minister of Education. Canadian Education, in describing a typical provincial department of education in Canada in 1947, makes the following reference,

³⁹The Interpretation Act, R.S.S., op. cit., p. 19(3).

⁴⁰McCutcheon, op. cit., pp. 10-12.

The Deputy Minister of Education is the top-ranking civil servant in a typical Department of Education. He carries out the policy enunciated by the Minister. As an expert in education he also advises the Minister on policy and determines in large measure the continuing policy of the Department since he retains his position when governments change.⁴¹

In describing each of the provincial departments of education the article noted that this description was typical of the Deputy Minister of Education in the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan. Subsequent revisions, in 1950 and 1960, did not find it necessary to alter the description of the position of Deputy Minister of Education formulated in 1947.⁴²

The other source is the Dominion Bureau of Statistics' report on The Organization and Administration of Public Schools in Canada. This publication provides a comprehensive description of each of the provincial educational systems in Canada in which the following references are made to the position of Deputy Minister of Education.

In Alberta, ". . . the Deputy Minister is responsible for the operation of the Department."⁴³

In British Columbia,

The Deputy Minister is the top ranking civil servant in the Department. He advises the Minister, carries out

⁴¹"A Typical Department of Education in Canada," Canadian Education, Vol. II, No. 4 (September, 1947), p. 4.

⁴²"A Typical Department of Education in Canada," Canadian Education, Vol. 5, No. 4 (September, 1950), p. 7 and "Some Aspects of the Structure of Public Education in Canada," Canadian Education, Vol. 15, No. 3 (June, 1960), p. 5.

⁴³Dominion Bureau of Statistics, The Organization and Administration of Public Schools in Canada, 3rd edition, published by authority of the Minister of Trade and Commerce (Ottawa: The Queen's Printer, 1966), p. 38.

general education policy, supervises and directs all departmental officials and maintains continuity of administration.⁴⁴

In Manitoba,

The Deputy Minister, who is the top-ranking civil servant in the Department, carries out the general education policy according to the Public School Act. He advises the Minister and supervises and directs all departmental officials, school inspectors, and all persons involved in the administration of all provincial and municipal schools in Manitoba.⁴⁵

And in Saskatchewan,

The permanent head of the Department is the Deputy Minister. Under the Minister he carries out the general policy laid down by the legislature and Cabinet, administering it through the functional divisions of the Department, part of the civil service of the province. Two officials involved in the Deputy Minister's work directly are an Administrative Officer and a Director of Research.⁴⁶

In order to ascertain whether any further pertinent information existed on the position of Deputy Minister of Education in Canada, the writer completed a thorough investigation through the library facilities of the University of Alberta. This investigation revealed that no role study had been reported on any aspect of the role of the Deputy Minister of Education in Canada. Sources for this finding were (1) role studies reported by the University of Alberta's Department of Educational Administration, the largest single contributor to studies of this type in Canada, and (2) role studies reported by other

⁴⁴Ibid., p. 22.

⁴⁵Ibid., p. 72.

⁴⁶Ibid., p. 57.

Canadian Universities, a listing of which appears annually in the Canadian Education and Research Digest for the years 1960 through 1965 inclusive,⁴⁷ and Canadian Education for the years 1950 through 1959 inclusive.⁴⁸

One study, by Collins, provided a comprehensive description of the senior personnel and structure of the departments of education in Alberta and Saskatchewan.⁴⁹ Included in the description is the following insight into the position of Deputy Minister of Education,

The Deputy Minister is the chief adviser to the Minister and the administrative head of the department. As the permanent, nonpolitical, head of the department, he provides continuity in administrative leadership. He exercises the power and authority of his office in the name of the Minister and, as such, he and his department are an extension of the executive and administrative functions of the Minister.⁵⁰

⁴⁷This official publication of the Canadian Education Association lists the "Summaries of Graduate Theses" and "Abstracts of Staff Studies" annually in the June edition. See Canadian Education and Research Digest, Vol. 1, No. 2 (1961), pp. 43-72, 73-76; Vol. 2, No. 2 (1962), pp. 128-152, 153-160; Vol. 3, No. 2 (1963), pp. 132-151, 152-165; Vol. 4, No. 2 (1964), pp. 113-142, 143-159; Vol. 5, No. 2 (1965), pp. 133-156, 157-170; and Vol. 6, No. 2 (1966), pp. 127-148, 149-158.

⁴⁸This official publication of the Canadian Education Association listed the "Summaries of Graduate Theses" annually in its June edition. See Canadian Education, Vol. 8, No. 3 (1953), pp. 39-48; Vol. 10, No. 3 (1955), pp. 43-61; Vol. 11, No. 3 (1956), pp. 38-55; Vol. 12, No. 3 (1957), pp. 58-81; Vol. 13, No. 3 (1958), pp. 45-73; Vol. 14, No. 3 (1959), pp. 40-64; and Vol. 15, No. 3 (1960), pp. 41-84.

⁴⁹C. P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Larger Units of Administration in Canada," unpublished Doctoral thesis, the University of Alberta, Edmonton, 1958, c. 3.

⁵⁰Ibid., p. 102, drawing from R. M. Dawson, The Government of Canada (Toronto: The University of Toronto Press, 1948), p. 286.

Further examination of the Canadian Index and the University of Alberta Library catalogue cards failed to yield information on any other role studies which could be considered to be, either directly or indirectly, related to this study.

In summary, then, and on the basis of this comprehensive search, it can be assumed that no role study has been reported on any aspect of the position of Deputy Minister of Education.

V. NEED FOR THE STUDY

No statement of the perceptions held by the deputy ministers of education concerning their role has been formulated. A study by McCutcheon is the only reported study focusing on the position of deputy minister of education. This study provided a description of the personal qualifications of the deputy ministers in Canada at that point in time. Other information in the literature is fragmentary in nature, couched in general terms, and spread throughout various writings as indicated in the preceding discussion. Thus, there exists no comprehensive formulation, either stated or implied, of the duties of a deputy minister of education.

In any large-scale organization, which departments of education are, the head is forced to delegate the actual performance of many of his duties to others. This is especially true of a cabinet minister upon whose time there are heavy demands for ceremonial, social, political, and representative functions on behalf of his constituency. In any government department the primary delegation from the Minister is to the deputy minister. The role of the deputy minister, then,

assumes important dimensions since practically all operating functions become his responsibility.

It would appear, as Hodgson notes, that the deputy minister is a key person in the provincial department of education in the sense of being the person who stands immediately next to the political authority.⁵¹ Standing as it does at the juncture of the political nonprofessionals and the professional nonpoliticians the position of deputy minister of education is crucial to the interpretation of the one to the other as well as serving as a "clearing house" for almost all information flowing both upwards and downwards in the organization. In performing this function it is obvious that, while he is unable to legislate policy, he may exert considerable influence in the actual formulation of it, both at the government and local levels. Further, in administering government policy, the deputy minister constantly formulates minor policy within the context of broader government policy.

Despite the evident importance of this particular position in the educational enterprise, very little information exists in regard to the duties, functions, and responsibilities of the position. It would appear logical to conclude, on this basis, that the key or pivotal role of the deputy minister of education merits an investigation at this time.

VI. SUMMARY

This chapter has attempted to establish that little research is

⁵¹E. D. Hodgson, "Decision Making and the Politics of Education," (paper read at the Manitoba Conference on the Superintendency, Brandon, Manitoba, January 24, 1968). (Mimeographed.)

available concerning the position of deputy minister of education, the highest ranking civil servant in any provincial department of education; a comprehensive investigation of available literature was carried out and justifies this conclusion. The importance of the deputy minister's role was noted, suggesting that the combined conditions of limited information on the role and its obvious importance indicated a need for a study at this time.

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CHAPTER II

DEVELOPMENT OF THE PROBLEM

I. INTRODUCTION

All formal organizations are social systems which are characterized, among other things, by "elaborated formal role patterns" and "clear authority structures."¹ Katz and Kahn point out that bureaucratic structures are the clearest examples of social organizations² which employ a "division of labor" whereby given tasks are assigned to specific roles.

The educational structure in each of the provinces of Canada conforms closely to the main characteristics of a bureaucracy as identified by Weber.³ These are (1) the distribution of regular activities in a fixed way as official duties, (2) each lower office is under the control of a higher one, (3) employment is based on technical qualifications and the employee is protected against arbitrary dismissal, (4) the performance of activities and discharge of responsibilities is governed by a system of laws and regulations designed to ensure uniformity, and (5) the ideal official is expected to conduct his office and perform his functions with impersonal regard for the common good.

¹Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley & Sons, Inc., 1967), p. 47.

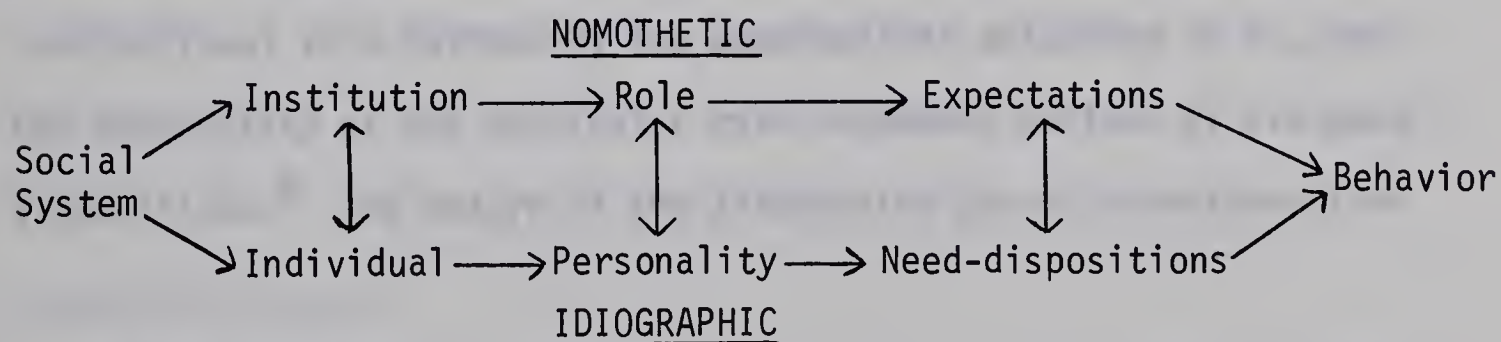
²Ibid.

³A. M. Henderson and Talcott Parsons, trans., The Theory of Social and Economic Organizations (New York: Oxford University Press, 1947), pp. 330-340.

The rapid expansion in provincial educational systems over the past few decades has led to the creation of complex hierarchical educational structures, thus the incumbent of a position in this structure may encounter difficulty in learning what is expected of him. To analyze the role of an incumbent, it is useful to employ theory or some other framework which postulates the concepts necessary to understand and describe the role.

II. CONCEPTUAL FRAMEWORK

A variety of methods have been formulated by which a researcher might study formal organizations within the context of social systems. Getzels and Guba, on the basis of extensive research at the Midwest Administration Center, University of Chicago, postulated two dimensions for consideration in analysing social systems. These dimensions, according to Getzels and Guba, are present in all social systems whether it be a classroom, a school, a district or provincial school system, or any other type of formal organization. The dimensions are best illustrated by the paradigm which has been conceptualized in the following manner by its authors:



General Model Showing the Organizational and Personal Dimensions of Social Behavior.⁴

⁴Jacob W. Getzels and E. G. Guba, "Social Behavior and Administrative Process," The School Review, Vol. 65, No. 4 (Winter, 1957), p. 436.

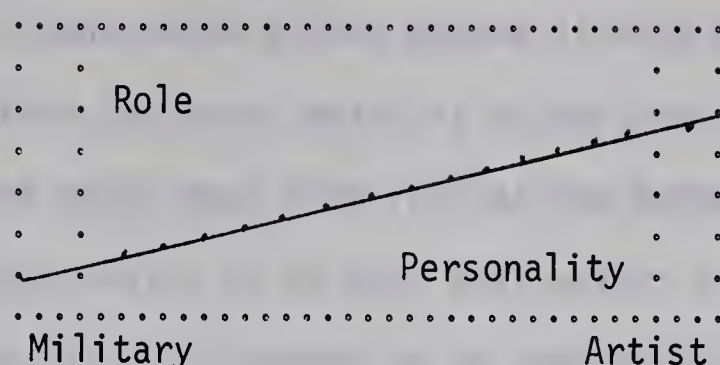
Essentially, the model conceives of two dimensions of interpersonal relationships existing in formal organizations. These two dimensions--nomothetic and idiographic--may be considered as independent for analysis; in practice, however, they are interrelated. Getzels and Guba hypothesize that the behavior of individuals within the system is a function of the interplay between role and personality dimensions.⁵

The model does not show what portion of an individual's behavior can be attributed to one dimension or the other. It is evident that behavior will vary from individual to individual and from situation to situation. Two individuals occupying similar positions within a social system will be influenced to varying degrees by their needs and the expectations held for them. Similarly, positions vary in the portion of behavior which is specified by expectations and in the portion which can be influenced by individual needs, which is to say, an individual's behavior results from the interaction between the organizational and personal dimensions as he attempts to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his own independent pattern of needs. Thus, one may say that behavior in an organization is a function of a given institutional role defined by the expectations attaching to it, and the personality of the particular role incumbent defined by his need dispositions.⁶ The nature of the interaction can be understood from

⁵Ibid., p. 424.

⁶Roald Campbell, John E. Corbally Jr., and John A. Ramseyer, Introduction to Educational Administration, 3rd ed. (Boston: Allyn & Bacon, Inc., 1967), p. 194.

another graphic representation:



The Interplay Between Role and Personality
in a Behavioral Act.⁷

Getzels and Guba suggest that behavior, insofar as it is social, is a function of both personality and role, although in different degree.

This general model showing the organizational and personal dimensions of social behavior is of particular significance to this study because of the apparent relationship between it and the administrative process:

The relevance of the general model for administrative theory and practice becomes apparent when it is seen that the administrative process inevitably deals with the fulfillment of both nomothetic and idiographic requirements within the context of a particular social system.⁸

The Concept of Role

Definitions of the concept of "role" have been postulated in the literature of the social sciences, representing different disciplines, different points of view within a single discipline, and, in some cases, different formulations of the same author. Gross, Mason, and

⁷Jacob W. Getzels, "Administration as a Social Process," Andrew W. Halpin, Ed., Administrative Theory in Education (New York: The MacMillan Company, 1967), p. 158.

⁸Ibid., p. 159.

McEachern⁹ suggest three possible aspects of the term "role". They are (1) definitions which either equate it with or define it to include normative culture patterns, which is to say, in terms of expectations, (2) definitions which deal with role as the behavior of actors occupying social positions, which is to say, what actors actually do as position occupants, and (3) role treated as an individual's definition of his situation with reference to his and others' social positions, which is to say, in terms of an individual's perception of his role.

Sargent provides an expansion of the type of definition of role in this third category which appears to have relevance to the administrator: "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his groups."¹⁰ He goes on to point out that, in this sense, roles ". . . have ingredients of cultural, of personal and of situational determination. But never is a role wholly cultural, wholly personal, or wholly situational."¹¹

For purposes of this study, "situationally appropriate" behavior will refer to an incumbent's perception of the expectations held for him by significant others as modified by personal needs and his perceptions of his behavior under specified conditions.

⁹Neil C. Gross, Ward S. Mason, and Alexander McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, Inc., 1958), pp. 11-14.

¹⁰Stansfield Sargent, "Concepts of Role and Ego in Contemporary Psychology," in John H. Rohrer and Muzafer Sherif, eds., Social Psychology at the Crossroads (New York: Harper & Brothers, 1951), p. 360.

¹¹Ibid., p. 359.

Setting for the Study: The Canadian Model

An examination of the structure of each Department of Education in Canada reveals many common aspects. These were summarized in 1950 in the official publication of the Canadian Education Association, Canadian Education.

The administration of education in each province is carried out by a department of education whose personnel is somewhat as follows:

Minister of Education.

Deputy Minister of Education.

Chief Superintendent or Chief Inspector of Schools.

Director of Curriculum.

Director of Vocational Education.

High School Inspectors.

Registrar.

Accountant.

Manager of Textbook Branch or Bureau.¹²

The article goes on to list some of the pertinent data on two of these positions.

Minister of Education.

- may or may not be a professional educator,
- along with provincial cabinet, determines educational policies,
- responsible for the administration of the provincial educational program.

Deputy Minister of Education.

- a professional educator,
- advises the minister,
- a civil servant, senior in the department who carries out educational policies.¹³

While each of the provinces differs somewhat in the number of positions, considerable similarity exists. Although there has been a degree of modification of this general model in recent years, especially in the

¹²"The Structure of Public Education in Canada," Canadian Education, Vol. 5 (September, 1950), pp. 6-8.

¹³Ibid.

creation of the positions of associate and assistant deputy ministers, the model has survived in its generality.

Departments of Education, as government agencies, are organized as bureaucracies with a hierarchy of positions or titles, each related in a functional way to those above and below. Getzels concept of administration serves to clarify the preceding discussion and indicate its relevance to the study;

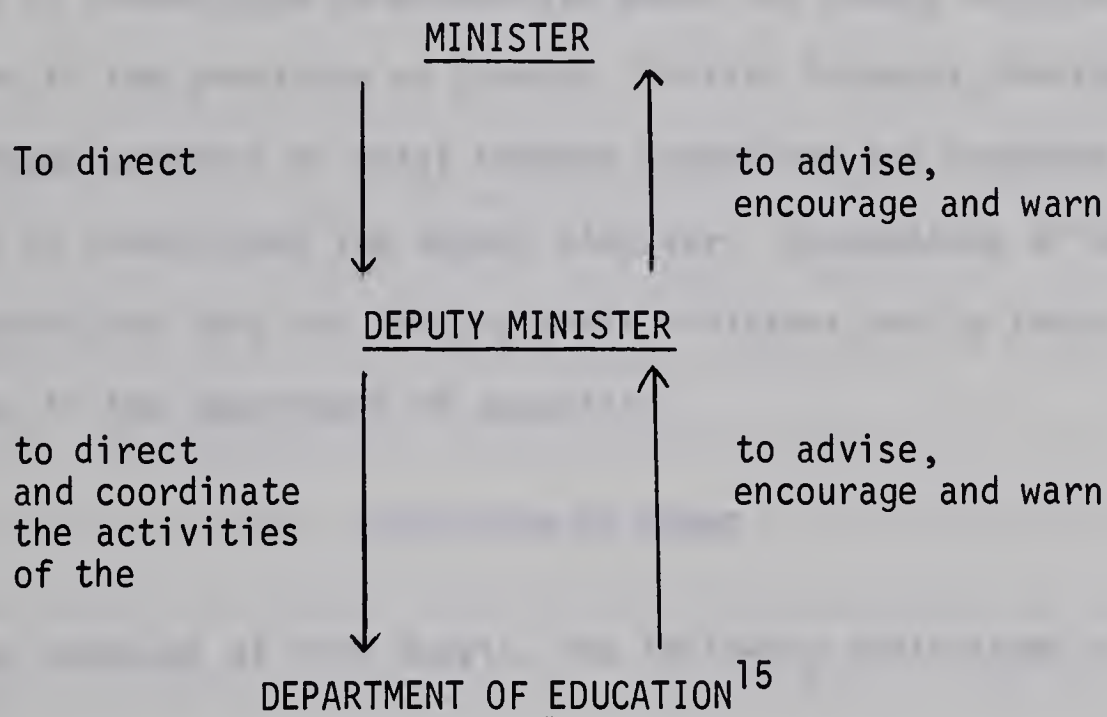
. . . we may conceive of administration structurally as the hierarchy of subordinate-superordinate relationships within a social system. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve the goals of the social system. It is here, in these relationships, that the assignment of statuses, the provision of facilities, the organization of procedures, the regulation of activity, and the evaluation of performance takes place.¹⁴

These positions, arranged in a pyramid on the basis of scalar ranking, are to a large degree independent of the person who occupies the position.

Each position in the hierarchy is defined and circumscribed by a set of rules and regulations which establishes its relationship and interactions with all other ranks in the structure. Lines of authority define which channels are used and how they shall be used for communications which proceed vertically from the superordinate through the intermediate positions to the subordinate positions of the hierarchical pyramid, and horizontally from one position to others which occupy the same rank. Personnel who occupy these status positions within the direct line of authority are known as line officers. As such they exercise the authority delegated to the office through channels of communication which have been reserved to the office.

¹⁴Getzels, op. cit., p. 151.

At the department of education level, authority has been conferred on the deputy minister as a line officer to administer the laws and regulations of the department as well as to supervise its "day-to-day" operations. The deputy minister is also expected to advise the minister on matters pertaining to all aspects of education. In diagrammatic form, the deputy minister's activities might be shown in the following manner:



It is within this context that this thesis will investigate the role of the deputy minister of education.

III. STATEMENT OF THE PROBLEM

The problem of this thesis will be to investigate selected aspects of the role of deputy ministers of education as perceived by the deputy ministers of the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan, and each of their immediate predecessors.

¹⁵E. D. Hodgson, Ibid., pp. 8-10.

IV. SUBPROBLEMS

1) To investigate the extent to which selected ministerial powers, duties, and functions as noted in legislative prescription are perceived by the deputy ministers of education to have been delegated to them by their respective ministers of education in the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan.

2) To investigate relationships which the deputy ministers of education in the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan perceive to exist between themselves and selected others.

3) To investigate the deputy ministers' perceptions of some of the expectations held for them by their ministers and by their subordinates in the department of education.

V. DEFINITION OF TERMS

For purposes of this thesis, the following definitions will be used:

1) Role refers to an incumbent's specific overt behavior arising from his perception of the expectations held for the position. The enacted role is contingent on the degree to which action is taken in respect to these perceptions and in light of an incumbent's perceived personal needs.

2) Perception refers to an incumbent's predictions or judgements concerning the necessary behavior of a person in the performance of his role.

3) Deputy Minister refers to the permanent civil servant head of a provincial department of education.

4) Top-level Personnel or Senior Officials refer to the civil servants

of the department of education who report directly and regularly to the Deputy Minister.

5) Legislative prescription refers to the statutes enacted by a provincial legislature relating, either directly or indirectly, to matters dealing with education within the province.

6) Relationship refers to an interaction between persons.

VI. DELIMITATIONS

This study has been confined to an analysis of the perceptions of the deputy ministers of education presently holding office in each of the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan, as well as to the immediate predecessors of each of the incumbents. No attempt will be made to investigate the role of deputy ministers in any other province of Canada, nor the role of associate or assistant deputy ministers, nor the role of professional or executive assistants to the deputy ministers in either of the provinces under study.

A further delimitation exists in regard to the extent of the perception of the role which will be investigated. Selected aspects only, as enumerated in the subproblems and specifically identified in the interview schedule, will be investigated.

VII. LIMITATIONS

Certain limitations are inherent in a study of this nature.

The fact that the total population would consist of only four individuals imposes recognizable limitations. This limited population

could create difficulty in giving proper weight to variations discovered. Generalizability of findings is also restricted. An attempt will be made to reduce the effects of this source of difficulty by including as subjects those individuals who, as immediate predecessors, acted as deputy ministers in the province of Alberta, British Columbia, Manitoba, and Saskatchewan.

The use of the structured interview as a technique in research has certain inherent limitations which are generally recognized. These limitations may be due in fact to personal bias, indifference, or ambiguous responses. Meanings intended by certain items may not be accurately conveyed to certain subjects. Where opinions or attitudes have been solicited, the replies, necessarily, will have been based largely on experience and observation. Some subjects may have concealed their true feelings and expressed socially acceptable opinions, which is to say, slight discrepancies might be expected between the stated practice and opinion and the actual practice and opinion.

Responses to a structured interview are always subject to questions of validity and reliability. Reliability, or consistency, can best be assessed through the continued usage of the instrument. It is strengthened by having only one interviewer conduct all interviews. Validity can best be ensured through having knowledgeable people peruse the interview schedule and suggest modifications and/or alterations, thus giving it a degree of "face validity".

VIII. ASSUMPTIONS

The following assumptions were made with respect to this study:

- 1) It was assumed that the instrument was reliable and valid for purposes of this study.
- 2) It was assumed that subjects gave frank and accurate responses to the questions posed during the interviews.
- 3) It was assumed that the aspects selected for the investigation were adequate for the purpose of analyzing the perception of his role held by the deputy minister of education in each of the provinces under study.

IX. SUMMARY

This chapter has presented the context within which this study proceeded. The specific problem was formulated and its related subproblems stated. Definitions of terms were specified. The delimitations and limitations of the study were drawn, and the assumptions under which the study proceeded were specified.

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CHAPTER III

METHODOLOGY

I. INTRODUCTION

In order to pursue a study of the sort described in preceding chapters, it is necessary to consider the nature of the information required for an analyses of the role of Deputy Minister of Education. An instrument must be developed. This necessitates consideration of the research design, sampling procedures, and data collection procedures.

II. THE SAMPLE

The sample chosen for this investigation included the current Deputy Ministers of Education, as well as each of their immediate predecessors, in the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan. The total sample comprised eight (8) subjects.

III. THE INSTRUMENT

A set of questions, most of them closed-end, was designed by the researcher. Essentially, these questions related to the five major areas about which information was required to investigate the sub-problems comprising this study.

"Face" validity was established by having knowledgeable people peruse the interview schedule, and suggest modifications and/or changes. Two of the researcher's advisors provided invaluable assistance in this regard. A "trial run" interview was conducted.

Each of the subjects was requested, especially during the early stages of the interviews, to comment on the instrument and suggest any modifications and/or changes.

The first area of the interview schedule was concerned with the internal administration of the department of education. According to legislative prescription in each of the provinces under study, this responsibility rests with the Minister of Education. The question posed was of such a nature as to attempt to determine the extent to which the subject perceived that this mandate has been delegated to the Deputy Minister of Education. The closed-end response was based on a Likert-type scale coded (1) not at all? (2) to a very slight degree? (3) to some degree? (4) to a fairly high degree? and (5) to a very high degree?

The second area of the interview schedule was concerned with the selection of top level personnel within the department as well as specification of their duties. An attempt was made, by open-end questions, to determine what position was responsible for, and what position actually accomplished, the selection of these personnel, what position was responsible for specifying their duties, and what position actually did specify their duties.

The third area of the interview schedule was concerned with the distribution of ministerial powers. An attempt was made to determine which of the powers designated to the Minister by legislative prescription are:

- 1) retained by the Minister and exercised by him independent of and advice whatsoever;

2) retained by the Minister and exercised by him upon the advice of some body or person external to the Department of Education;

3) retained by the Minister and exercised by him upon the advice of some body or person internal to the Department of Education;

4) delegated to the Deputy Minister and exercised by him upon the advice of some body or person external to the Department of Education;

5) delegated to the Deputy Minister and exercised by him upon the advice of some body or person internal to the Department of Education;

6) delegated to the Deputy Minister and exercised by him;

7) delegated to the Deputy Minister and, in turn, delegated to and exercised by a subordinate office;

8) exercised by some other, e.g., a government agency or board.

The powers designated to the Minister by legislative prescription with which the investigation was concerned were related to or involved in decisions with respect to the following,

A) instructional materials;

B) curriculum;

C) teachers;

D) schools;

E) school sites and buildings;

F) school districts;

G) school trustees;

H) departmental personnel;

I) post secondary education;

J) pupils;

K) finance.

In choosing these areas an attempt was made to choose only those which commonly appeared in the legislative prescriptions of any three of the four provinces of western Canada.

The fourth area of the interview schedule was concerned with possible relationships concerning education which exist between the Deputy Minister and selected others. The selected others included superiors, cohorts, departmental personnel, advisory bodies, elected bodies, special interest groups, and individuals other than those already mentioned. An attempt was made to determine the subjects' perceptions of

- a) the nature of the interaction, if any;
- b) the degree, or intensity, of involvement, if any;
- c) the time demand, if any.

This area was intended to cover the sphere of influence in which the Deputy Minister might be involved in matters concerning education within the province.

The fifth area of the interview schedule was concerned with the Deputy Minister's perception of other aspects of his role. Included in this area was the Deputy Minister's perception of expectations held for him by the Minister of Education, and by his subordinates.

The interview schedule was also designed to collect certain personal information concerning the subject which might be of use in the analysis of data.

IV. DATA COLLECTION

Due to the small sample chosen for this study, the structured interview procedure was considered the most appropriate to elicit the

required information. A letter was dispatched to each of the current Deputy Ministers, as well as to each of their immediate predecessors, requesting a personal interview at their convenience. All subjects chosen indicated their availability and structured interviews were arranged and carried out.

The set of questions comprising the interview schedule was presented orally to each of the subjects during the interview. Other information was volunteered by the subjects during the course of the interview. All interviews were conducted personally by the researcher to reduce one possible source of variability in the study.

Two different forms of the interview schedule were used during the interview. A digest form was forwarded to each of the subjects prior to the interview and was used by each during the interview. An operational interview schedule, differing from that of the subject only in that it contained instructions to the interviewer and sufficient space for notation, was used by the researcher.

At the conclusion of the interview schedule, each subject was requested to verify the researcher's interpretation both of the supra-structure of their Department of Education and the involvement between the Deputy Minister and the senior officials of the Department. The extent of mention of the Deputy Minister in legislative prescription was also verified.

The data obtained from each of the subjects during the course of the interview was transcribed for subsequent analysis.

V. ANALYSIS OF DATA

Analysis of the data was carried out by careful examination and

tabulation of the responses of each of the subjects. The analysis consisted of three stages:

1) Stage one focused upon intra-provincial variations in perceptions held for the role of Deputy Minister of Education. Responses of the Deputy Minister of Education and his immediate predecessor for each of the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan, were delineated;

2) Stage two described and compared similarities and differences which were discovered among the provinces regarding perception of the role of the Deputy Minister of Education; and,

3) Stage three combined the data and presented a general formulation of the role of Deputy Minister of Education in western Canada.

VI. SUMMARY

This chapter has identified the sample and described the instrument used in all interviews. The instrument was designed by the writer to investigate five general areas in which information was required. The methods of data collection and data analysis were presented. The analysis of data consisted of three stages which were outlined.

CHAPTER IV

PERCEPTIONS OF THE ROLE: RESPONSES IN SELECTED AREAS BY PROVINCE

I. INTRODUCTION

Five major areas were previously outlined for investigation to secure the information related to the subproblem of this study. These areas were (1) internal administration of the department of education, (2) selection of top level personnel and specification of their duties, (3) distribution of specified ministerial powers, (4) relationships which exist between the deputy minister and selected others, and (5) the deputy minister's perception of other aspects of the role.

This chapter will report the responses for each of these five areas with particular reference to the deputy minister within the context of each. Individual responses of each subject for each province will be reported in three (3) of the five areas--internal administration of the department of education, relationships which exist between the deputy minister and selected others, and the deputy minister's perception of other aspects of the role. Disagreement, where it exists, will be noted for each of these three areas.

A consensus of the responses for the subjects in each province will be reported for the remaining two (2) areas, selection of top level personnel and specification of their duties, and the distribution of specified ministerial powers. The responses, for each of these two areas, will draw from those indicated by the current deputy minister

in each instance where significant disagreement is found to exist. This method will tend to make the interpretation of responses more typical of the existing situation.

II. ADMINISTRATION OF THE DEPARTMENT OF EDUCATION

Each subject was requested to indicate his perception of the degree to which responsibility for internal administration and supervision of the Department of Education has been delegated to the Deputy Minister by the Minister of Education.

Alberta. A degree of agreement between both subjects in Alberta indicated that responsibility for the internal administration and supervision of the Department of Education resides with the Deputy Minister to a high degree. Subjects' responses were a fairly high degree and a very high degree.

British Columbia. Complete agreement between both subjects in British Columbia indicated that responsibility for the internal administration and supervision of the Department of Education resides with the Deputy Minister to a very high degree.

Manitoba. A degree of agreement between both subjects in Manitoba indicated that responsibility for the internal administration and supervision of the Department of Education resides with the Deputy Minister to a high degree. Subjects' responses were a fairly high degree and a very high degree.

Saskatchewan. A degree of agreement between both subjects in Saskatchewan indicated that responsibility for the internal

administration and supervision of the Department of Education resides with the Deputy Minister to a high degree. Subjects' responses were a fairly high degree and a very high degree.

III. TOP LEVEL PERSONNEL OF THE DEPARTMENT OF EDUCATION: THEIR SELECTION AND SPECIFICATION OF DUTIES

Each subject was requested to indicate his perception of which position had general responsibility for the selection of top level departmental personnel and which position actually selected these personnel. Each subject was also requested to indicate his perception of which position had general responsibility for the specification of the duties of these personnel and which position actually specified the duties.

Alberta. Complete agreement between both subjects in Alberta indicated that general responsibility for the selection of top level personnel resides with the Minister of Education. The actual selection is carried out by the Deputy Minister following consultation with other senior officials of the Department.

Complete agreement between both subjects indicated that general responsibility for the specification of the duties for top level personnel resides with the Deputy Minister. He would attend to the actual specification only where a position reporting directly to the Deputy Minister was involved.

British Columbia. Complete agreement between both subjects in British Columbia indicated that general responsibility for the selection of top level professional personnel resides with the Minister

of Education. The general responsibility for the selection of other senior personnel resides with the Deputy Minister. The actual selection is carried out by the Deputy Minister who, following consultation with the Assistant Superintendent (Administration) and other senior officials, recommends a choice to the Minister which invariably receives formal approval.

Significant agreement between both subjects indicated that general responsibility for the specification of the duties for top level personnel resides with the Deputy Minister or, in some instances, at the assistant superintendent level. The Deputy Minister would attend to the actual specification only where a position reporting directly to the Deputy Minister was involved.

Manitoba. A degree of agreement between both subjects in Manitoba indicated that general responsibility for the selection of top level personnel is shared. Responsibility for selection at the assistant and associate deputy minister levels is shared by the Minister and Deputy Minister. Responsibility for less senior positions resides with the Deputy Minister in consultation with the Associate and Assistant Deputy Ministers. While the actual selection is carried out by the Deputy Minister, it is subject to Cabinet approval since all positions within the Department paying \$7500 or more annually require an order in council.

A degree of agreement between both subjects indicated that the general responsibility for the specification of the duties of personnel at the associate or assistant deputy minister levels resides with the Deputy Minister. By delegation through the Deputy

Minister, the responsibility for less senior positions resides with the senior official of the functional division involved. The actual specification would conform to the same pattern.

Saskatchewan. General responsibility for the selection of top level personnel resides with the Deputy Minister. General requirements for the position to be filled are formulated by joint consultation between the Minister and Deputy Minister prior to the actual selection. The actual selection is then carried out by the Deputy Minister in consultation with the Assistant Deputy Minister.

General responsibility for the specification of the duties for top level personnel resides with the Deputy Minister. He would attend to the actual specification only where a position reporting directly to the Deputy Minister was involved. Otherwise, the Assistant Deputy Minister would attend to the actual specification.

IV. DISTRIBUTION OF SPECIFIED MINISTERIAL POWERS AND DUTIES

Each subject was requested to indicate the pattern of activities involved in the exercise of specified ministerial powers and duties, particularly noting the Deputy Minister's role in each. The powers and duties of the Minister selected for purposes of this study were chosen from among those specified in legislative prescription which exhibited some degree of similarity for any three of the four provinces involved.

Instructional Materials and Curriculum

Alberta. The prerogative to authorize courses of study and textbooks in Alberta is technically retained by the Minister and

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exercised by him, for the most part, on advice internal to the Department. The advice is formulated through joint consultation between the Department's curriculum division and various professional advisory bodies in the field. The Director of Curriculum, through the Chief Superintendent of Schools, submits recommendations to the Deputy Minister. The Deputy Minister, on the basis of these recommendations, advises the Minister on appropriate action in respect to adoption of courses of study and textbooks. The Minister invariably accepts this advice.

Authority is delegated, through the Deputy Minister, to the Director of Curriculum in matters related to reference books and other instructional materials. The Deputy Minister would not normally be involved in this facet of the operation.

Regulations in respect to correspondence courses, special education, and technical and vocational education are usually drafted in their respective division. The drafted regulations advance through regular channels to the Deputy Minister. Matters involving policy or proposed major changes must be cleared with the Minister prior to seeking an order in council.

Decisions relating to the application of the approved regulations would, in the normal course of events, be made by the director of the appropriate division. The Deputy Minister would not become involved in decisions relating to their application or interpretation unless matters of policy require his personal attention.

British Columbia. The prerogative to authorize courses of study and textbooks resides with the Council of Public Instruction in

British Columbia and is exercised by that body on the advice of the Minister of Education. The Superintendent of Education, with the knowledge and consent of the Deputy Minister although neither is required, recommends appropriate action directly to the Minister. This prerogative has been exercised in British Columbia in recent years only in respect to core subjects; the remaining courses of study and textbooks are left, to a very considerable extent, to the discretion of individual school boards.

The prerogative to authorize reference books and other related instructional materials follow the same pattern of action.

Regulations in respect to correspondence courses are usually drafted by the Director and personnel of that division. Recommendations proceed through the Superintendent of Education directly to the Minister, with the knowledge and consent of the Deputy Minister, for presentation to the Council of Public Instruction. Decisions relating to the application of the approved regulations would normally be made by the Directors of the division. The Deputy Minister and senior departmental officials formulate policy decisions in matters of referral pertaining to policy or matters of a "sticky"¹ nature.

¹The extreme frequent occurrence of this term during the course of the interviews prompted the researcher to ascertain its meaning within the context it was being used. The meaning, implied by all subjects, was supplied by Dr. G. Neil Perry, Deputy Minister of Education, British Columbia and here and hereafter the term "sticky" will "carry the connotation of something not entirely crisp or clear. A difficulty arises because circumstances are not clear or crisp and the administrator feels he is unable to rule on the question and expect normal consequences to ensue."

The Superintendent of Education is empowered to approve matters in respect to special education insofar as his actions fall within the scope of budgetary provisions. While the Deputy Minister may not normally be involved in this facet of the operation, he is kept informed of any action taken by the Superintendent in this regard.

Regulations in respect to technical and vocational education, insofar as they exist, are issued at the Director's level. In certain instances, for example hours of teaching and other related matters, approval of the Council of Public Instruction is required. Decisions relating to the application of any regulations requiring Council approval would, in the normal course of events, be made by the Director of Technical and Vocational Education. The Deputy Minister and senior departmental officials formulate policy decisions on matters of referral pertaining to policy interpretation or matters of a "sticky" nature.

Manitoba. The prerogative to authorize courses of study and textbooks resides with the Minister and is exercised by him on the advice of the Advisory Board. This Board, comprising individuals internal and external to the Department, includes the Deputy Minister. It considers and gives advice on recommendations formulated through joint consultation between the Department's curriculum division and various teacher advisory groups in the field. The Advisory Board's advice, transmitted through the Deputy Minister, is invariably accepted by the Minister.

The Deputy Minister or the Department of Education are rarely involved in matters relating to reference books or other instructional

materials. Any questions which may arise in this regard are normally disposed of by the Director of Curriculum. The Deputy Minister would become involved only in questions relating to policy or proposed major changes.

Regulations in respect to correspondence courses, special education, and vocational and technical education usually originate in their respective divisions. The drafted regulations proceed through regular channels to the Deputy Minister, and to the Minister if an order in council is required. The Deputy Minister, Assistant Deputy Minister, and the appropriate director would dispose of any matters not requiring an order in council.

Decisions relating to the application of regulations would, in the normal course of events, be made by the director of the appropriate division. Matters involving interpretation of policy or matters of a "sticky" nature may require the personal attention of the Deputy Minister and, in certain instances, discussion between the Deputy Minister and Minister.

Saskatchewan. The prerogative to authorize courses of study, textbooks, and reference books resides with the Minister. The Educational Council offers advice in this regard. It considers and gives advice on recommendations formulated through joint consultation between the Department's curriculum division and various teacher advisory groups in the field. These recommendations proceed through regular channels to the Deputy Minister who refers them, through the Director of Curriculum, to the Educational Council. The Council's advice is transmitted, through the Director of Curriculum, to the

Deputy Minister. He refers the advice to the Minister who, on the recommendation of the Deputy Minister, may choose to accept it or reject it.

The Deputy Minister or the Department of Education are not involved in questions of authorization of other related instructional materials.

Regulations in respect to correspondence courses, special education, and technical and vocational education usually originate in their respective divisions. The drafted regulations proceed through regular channels to the Deputy Minister who recommends appropriate action to the Minister. Decisions relating to the application of the approved regulations would, in the normal course of events, be made by the director of the appropriate division. Questions of a "sticky" nature would be referred to the Deputy Minister for interpretation and/or action.

Teachers

Alberta. Regulations in respect to the training² and certification of teachers are formulated by the Department of Education in consultation with external bodies involved in or affected by them. The approved regulations are interpreted by the Registrar. The Deputy Minister would very rarely be involved in this facet of the operation.

Regulations in respect to suspension or cancellation of teacher certificates are drafted and interpreted by the Minister on internal

²The Department of Education is involved in the training of teachers only indirectly in that it sets certain minimum requirements which must be met before certification of teachers can be carried out.

departmental advice. A Board of Reference offers advice in this regard through the Deputy Minister to the Minister, but he is under no obligation to accept it. The Deputy Minister also offers advice to the Minister.

British Columbia. Regulations in respect to the training and certification of teachers require the approval of the Council of Public Instruction. They are formulated through the joint efforts of the Registrar and various external bodies involved in or affected by these regulations. The drafted regulations are referred to a departmental committee of which the Deputy Minister is a member. The committee offers advice through the Deputy Minister to the Minister for presentation to the Council. The approved regulations are interpreted by the Registrar. The Deputy Minister would very rarely be involved in this facet of the operation.

The suspension or cancellation of teacher certificates requires the approval of the Council of Public Instruction. Considerable outside investigation occurs prior to a recommendation by the Deputy Minister to the Minister for Council approval.

Manitoba. Regulations in respect to the training and certification of teachers are drafted by the Director of Teacher Certification and Professional Development in consultation with the provincial teachers' society and representatives of the universities. These drafted regulations proceed to the Deputy Minister who advises the Minister on appropriate action. This advice is invariably accepted by the Minister. Interpretation of the approved regulations is normally made by the Director of Teacher Certification and Professional

Development. Referrals may be made, in certain instances, to the Deputy Minister or Assistant Deputy Minister.

Regulations in respect to suspension or cancellation of teacher certificates follow the same course of action outlined above. Decisions involved in the application and interpretation of the approved regulations are made by a Discipline Committee, comprising teachers, trustees, and departmental officials, of which the Deputy Minister is chairman. The committee's recommendations are invariably accepted by the Minister.

Saskatchewan. Regulations in respect to the training and certification of teachers are drafted by the Director of Teachers Training. The Deputy Minister, on recommendation from the Director, advises the Minister on appropriate action. Interpretation of the approved regulations is made by the Director of Teacher Training. The Deputy Minister would very rarely be involved in this facet of the operation.

Regulations in respect to suspension or cancellation of teacher certificates are drafted and approved by the same course of action outlined above. Decisions involved in the application and interpretation of the approved regulations are technically made by the Minister. The Provincial Disciplinary Committee offers advice theoretically to the Minister but, in practice, to the Deputy Minister. The Minister expects a recommendation from the Deputy Minister which he invariably accepts. Appeals or disputes in this regard rarely go beyond the Deputy Minister.

Schools

Alberta. The authority to make regulations in respect to the classification, organization, government, and examination of all schools in Alberta is spread throughout the Department of Education and is administered by the various personnel appropriate to the particular situation. The Deputy Minister or Minister would become involved only in the event of proposed major changes or in matters of policy.

British Columbia. The Minister of Education in British Columbia chooses to delegate the management of most schools in the province to local school boards. Direct executive control by the Department of Education is restricted to certain schools which it operates. These include the British Columbia Institute of Technology, a series of regional vocational schools, and the Jericho School for the Deaf and Blind. The Deputy Minister, from time to time, becomes involved in the executive management of these latter types of schools.

Manitoba. The classification, organization, discipline, and government of all schools in Manitoba are, in the main, the responsibility of provincially employed inspectors and locally employed superintendents. In practice, then, this function is virtually nonexistent insofar as the Department of Education is concerned and would be exercised only in the event of proposed major changes. Recommendations for major changes are referred to the Deputy Minister who, on advice internal to the Department, advises the Minister on appropriate action.

Saskatchewan. Technically, the authority to make regulations in respect to the classification, organization, government, and examination of all schools in Saskatchewan resides with the Minister of Education. The basic responsibility, in practice, is with the Deputy Minister to see that regulations are set up and administered. The initiative for amendments to existing regulations emanates from the directors involved or affected by proposed changes. Recommendations proceed through normal channels to the Deputy Minister who may dispose of the matter or, in certain instances, consult with the Minister regarding appropriate action.

School Sites and Buildings

Alberta. The Deputy Minister has left to the Director of School Administration the responsibility of investigating the selection of school sites and of recommending approval or disapproval of school sites through the Deputy Minister to the Minister.

The Minister retains the authority and responsibility to approve tenders for school buildings. This authority is exercised on the advice of the Director of School Administration and the Deputy Minister. Approval of supplies, materials and labor requires action by the Minister since it involves the province's day labor schemes.

British Columbia. Local school boards may choose the initial sites for school buildings. However the approval of the Council of Public Instruction is required before any expenditure of money can be authorized to acquire proposed sites. Formal action in this regard proceeds through the Deputy Minister, while the operational day to day work is carried out by the Assistant Superintendent (Administration).

The Deputy Minister, on internal departmental recommendations, offers advise on appropriate action to the Minister for presentation to the Council.

Manitoba. The authority to prescribe dimensions, equipment, style, plan furnishing, decorating, heating and ventilation of school houses and premises is exercised by the Minister on advice from the School Building Projects Committee. The Minister and Cabinet become involved in decisions related to these matters since one hundred per cent of approved school costs is borne by the province. The Deputy Minister is not a member of the Committee, nor is he involved to any significant degree in this facet of the operation. Joint consultation occurs from time to time between the Deputy Minister and the Committee.

Saskatchewan. The authority to construct, furnish and care for school buildings and to arrange school premises is exercised by the Minister on advice from the Deputy Minister. The Deputy Minister's advice is based on recommendations from the Director of School Administration and the Supervisor of School Buildings.

School Districts

Alberta. The routine involved in the organization, reorganization, and dissolution of school districts and the definition of school district boundaries is normally carried out by the Department of Education through the Director of School Administration. The final authority, however, is exercised by the Minister on advice from the Deputy Minister and Director of School Administration. In certain instances the Deputy Minister is empowered to act for the Minister on

matters pertaining to school districts.

British Columbia. Final authority in respect to creation, organization, reorganization and dissolution of school districts and the definition of school district boundaries resides with the Council of Public Instruction. A committee, comprising senior officials of the Department, examines related questions and makes recommendations to the Deputy Minister. He advises the Minister on appropriate action for presentation to the Council. Some degree of deliberation is necessary in this regard since other provincial government departments tend to recognize school district boundaries for their particular purposes.

Manitoba. Authority in respect to creation, organization, reorganization, and dissolution of school districts and the definition of school district boundaries is exercised by the Minister on advice internal and external to the Department. The creation and organization of school districts, although infrequently occurring, is a major operation in which the Minister becomes directly involved. Internal advice comes through the Deputy Minister from the division of administration. The external advice comes from the Local School Boundaries Commission.

The Deputy Minister is empowered to authorize departmental approval in all matters related to reorganization or dissolution of existing school districts and definition of school district boundaries.

Saskatchewan. Authority for the creation, organization, reorganization, and dissolution of school districts and the definition of

school district boundaries is exercised by the Minister on advice from the Deputy Minister and the Director of School Administration.

School Trustees

Alberta. The authority to increase the number of school trustees in a district is exercised by the Minister on the advice of the Deputy Minister. In all matters pertaining to routine in this regard, the Deputy Minister is empowered to sign for the Minister.

Ordinarily, the appointment of an official trustee is part of the routine of the Department and is exercised by the Deputy Minister on the advice of the Director of School Administration. In certain instances, however, the Minister, on the Deputy Minister's advice, will personally attend to the appointment.

British Columbia. Decisions relating to the number of school trustees in a district are made on the basis of population density and size of the district by the Council of Public Instruction. A departmental committee, including the Assistant Superintendent (Administration), makes recommendations to the Deputy Minister. He advises the Minister on appropriate action for presentation to the Council.

The appointment of an official trustee requires action by the Council of Public Instruction. A departmental committee, with the Deputy Minister as chairman, advises the Minister on appropriate action for presentation to the Council.

Manitoba. Decisions relating to the number of trustees in a school district is a local responsibility.

The authority to appoint an official trustee is exercised by the Minister on the advice of the Assistant Deputy Minister. The Deputy

Minister may also become involved in the decision.

Saskatchewan. Decisions relating to the number of school trustees in a district is technically made by the Minister. Requests originate with local school boards who refer them to the Director of School Administration for a decision. The decision of the Director proceeds to the Deputy Minister by which time it is considered to be routine. The Deputy Minister advises the Minister on the basis of this recommendation. The same personnel are involved in the appointment of an official trustee. In both instances ministerial approval is secured on the advice of the Deputy Minister.

Departmental Personnel

Alberta. The authority to appoint supervisors, inspectors, school district superintendents, and a chief school attendance officer resides with the Department of Education. Decisions in respect to these personnel are made by the Chief Superintendent of Schools who recommends his choice to the Deputy Minister. The Deputy Minister's advice to the Minister in this regard is invariably accepted, and results in formal appointment by the Minister.

British Columbia. Except in larger centers where they are locally appointed, school district superintendents are, technically, appointed by normal civil service action. In practice, however, the appointments are made only after a very careful selection process. A departmental committee, working with the appropriate assistant superintendent, recommends a selection to the Deputy Minister. He advises the Minister who refers the recommendation to the Civil Service Commission for formal approval.

In British Columbia, supervisors and inspectors are local appointments. There are no school attendance officers.

Manitoba. The authority to appoint supervisors and provincial inspectors is technically exercised by the Minister. The actual selection in both instances is made by the appropriate director. Recommendations proceed through the Assistant Deputy Minister to the Deputy Minister who advises the Minister. The actual appointment is made by order in council. The appointment of school attendance officers, since a salary of less than \$7500 annually is involved, is made at a level below that of the Deputy Minister. The Deputy Minister would merely be informed of the appointment. The appointment of school district superintendents is a local responsibility.

Saskatchewan. The appointment of supervisors and school district superintendents is technically retained by the Minister. The actual selections are made, subject to the Deputy Minister's approval, by the Director of Curriculum and Chief Superintendent of School respectively. The Deputy Minister's advice in this regard is invariably accepted by the Minister and referred to the Treasury Board for formal approval. There are no inspectors in Saskatchewan, and school attendance officers are a local responsibility.

Post-Secondary Education

Alberta. The Provincial Board of Post-Secondary Education, a relatively new branch of the Alberta Department of Education, continuously studies and makes recommendations in respect to the province's technical and vocational institutes. Structurally, the Board is responsible to the Deputy Minister; functionally, it reports directly

to the Minister. While the Deputy Minister is not a member, he is in constant communication with it.

Regulations in respect to teacher training institutions are subject to ministerial approval. The Minister exercises this authority on internal and external departmental advice. Internal advice comes from the Deputy Minister; external advice comes from the Board of Teacher Education. Decisions related to the general application of the approved regulations are normally made by the Deans and Presidents of the universities. The Deputy Minister would rarely be involved in this area.

British Columbia. The British Columbia Institute of Technology makes its own regulations as they relate to operations. The technical and vocational branch of the department, through its Director, has authority to issue regulations in respect to vocational schools except in certain matters as, for example, contractual relations with staff. The Deputy Minister or Minister would become involved only in cases of dispute arising from the regulations or their interpretation, and on questions of policy.

Regulations in respect to teacher training institutions and their interpretation come under the jurisdiction of the universities.

Manitoba. Regulations in respect to technical and vocational institutions usually originate with the Director of Technical and Vocational Education and the Assistant Deputy Minister. The regulations, in the normal course of events, are made by the Director of the division or the Assistant Deputy Minister. In certain instances decisions may be referred to the Associate Deputy Minister, Deputy

Minister, or Minister depending on the degree of their "sticky" nature.

Regulations in respect to teacher training institutions, and their application and interpretation, are left to the discretion of the universities.

Saskatchewan. Regulations in respect to technical and vocational institutions are usually drafted by the Director of Vocational Education, subject to the approval of the Deputy Minister and Minister. Decisions relating to the application of the regulations are normally made by the Director who consults with the Deputy Minister from time to time.

Regulations in respect to teacher training institutions, and their application and interpretation, are left to the discretion of the universities.

Pupils

Alberta. Regulations in respect to student aid from government sources are drafted by the Student Aid Board from whence they proceed through regular channels to the Deputy Minister. He advises the Minister on appropriate action for presentation to Cabinet. Decisions concerning the application of the approved regulations are made by the Student Aid Board. The Deputy Minister does not become involved in this facet of the operation.

British Columbia. Regulations in respect to scholarships from government sources originate with a departmental committee comprising, among others, the Registrar and the Assistant Superintendent, College and University Affairs. The Committee's recommendations, over the

signature of the Deputy Minister, proceeds to the Minister for approval by the Council of Public Instruction. Decisions regarding the application of approved regulations are normally made by the Registrar. The Deputy Minister or Minister would become involved only in matters of a "sticky" nature.

Manitoba. Regulations in respect to student aid from government sources are drafted by the Student Aid Supervisor. These drafted regulations proceed through regular channels to the Deputy Minister who advises the Minister on appropriate action. Decisions relating to the interpretation of the approved regulations are made by the Student Aid Supervisor, the Director of Administration, and the Associate Deputy Minister. The Deputy Minister would very rarely become involved in this facet of the operation.

Saskatchewan. Regulations in respect to scholarships from government sources are drafted by the Director of Special Services. These drafted regulations proceed to the Deputy Minister who advises the Minister on appropriate action. Decisions regarding the application of the regulations are made by the Supervisor and Director of Student Assistance.

Finance

Alberta. Normal accounting procedures constitute controls over the Department of Education budget. These controls are exercised by the Chief Administrative Officer and the provincial Auditor. Regulations under the Foundation Program, which govern all grants, constitute controls over school operating grants. The controls are exercised by the Chief Administrative Officer. Controls over school capital grants

are exercised by the School Buildings Board. The controls are exercised under the Foundation Program by the Director of School Administration and the Chief Administrative Officer.

The drafting of regulations for both capital and current operating grants originates with the Director of School Administration and the Chief Administrative Officer. Decisions concerning the general application of each are attended to, in the normal course of events, by these same officials.

The budget for the Department of Education, school capital grants, and school operating grants are referred, in all instances, to the Deputy Minister for his approval. The Deputy Minister becomes actively engaged in the preparation and defense of the Department of Education budget.

The ever expanding scope of educational finance is apparent in the perception of both subjects in Alberta with regard to its relation to the Deputy Minister's total administrative activities. The immediate predecessor perceived the matter of finance to relate to the Deputy Minister's total administrative activities to a normal degree and remain relatively steady. The incumbent perceived it to be increasingly related to a major degree.

British Columbia. One officer, the Comptroller, has the specific assignment to watch carefully over approvals for spending within the departmental budget as well as the accountability offered after disbursements are made. The Deputy Minister is the Comptroller's immediate superior and the only person to whom he normally reports. In the Deputy Minister's absence, however, the Comptroller reports

to the Superintendent of Education.

A team from the Comptroller's office regularly visits school districts to rule on the admissability of items in school budgets and decide whether the items included qualify for provincial government assistance.

The controls exercised over school operating grants are negative in character in that the department cannot issue directives to school boards forbidding expenditures. It can, however, disallow any expenditure from qualifying for provincial government assistance. The Deputy Minister and the Comptroller work closely together in matters pertaining to school operating grants. All appeals on questions relating to this type of grant are directed to the Deputy Minister.

The province of British Columbia does not offer school capital grants as such. The province indicates what its share will be in the servicing of any debt incurred by a school board which has been authorized by the Department. In substance, the provincial government shares in a formula to service debts incurred for school construction and the like. All decisions in respect to provincial sharing in servicing capital debts incurred by local school boards proceeds over the Deputy Minister's signature to the Minister who presents them for approval by the Council of Public Instruction. The controls are exercised through the Assistant Superintendent (Administration) who informs local school boards of departmental policy and decisions.

Current operating grants are defined under statute and impose certain obligations on the Minister of Finance. Once appropriate

steps have been taken by the Minister of Finance, the notification to school boards on the actual amount of the grant is routine and is carried out by the Comptroller.

The preparation of the Department of Education budget is a joint effort between the Deputy Minister and the Comptroller. The final decision on the budget to be presented to the Minister remains with the Deputy Minister.

The Deputy Minister accompanies the Minister to the House of Assembly during debate on the Department of Education estimates.

The Deputy Minister, as the senior departmental official, is involved in the periodic recommendations concerning school operating grants and in all decisions related to capital financing by local school boards. His advice in these matters is invariably accepted by the Minister for approval by the Council of Public Instruction.

The ever expanding scope of educational finance is also apparent in the perception of both subjects in British Columbia with regard to its relation to the Deputy Minister's total administrative activities. The immediate predecessor perceived the question of finance to relate to the Deputy Minister's total administrative activities to a normal degree. The incumbent perceived it to be related to a major degree.

Manitoba. The Cabinet exercises control over the Department of Education budget by deciding on the amount of money it is to receive. The Minister exercises further control within this specified amount.

Controls, exercised by the Associate Deputy Minister and grants section of the Department in respect to school operating and capital

grants, have their bases in regulations made under orders in council. These long and complex regulations determine disbursement of money for both types of grants.

Regulations for both types of grants are drafted by the Associate Deputy Minister for Administration. These drafted regulations proceed through the Deputy Minister to the Minister for Cabinet approval. Decisions in respect to the approved regulations are normally made by the Associate Deputy Minister. The Deputy Minister does not become involved to any significant degree in matters relating to school operating or school capital grants.

The Deputy Minister's approval is required for all disbursements within the departmental budget and for school operating grants.

The relationship of educational finance to the Deputy Minister's total administrative activities was perceived by both subjects to relate to a major degree. The incumbent noted further that it was becoming more so.

Saskatchewan. The Deputy Minister exercises basic control over the Department of Education budget. The actual control is exercised by the Administrative Officer whose responsibility is to keep the Deputy Minister informed on matters related to the budget.

All school operating and school capital grants are governed by statute and regulations, and by formulae computed under each. The Supervisory of School Grants performs calculations under the formulae.

The Act states that the Minister may make grants for any educational reason whatsoever. The Deputy Minister would become involved

only when special grants are being considered or in the case of disputes.

Regulations in respect to school operating or school capital grants are drafted by the Director of School Administration. Decisions regarding the general application or interpretation of the regulations are made, in the normal course of events, by the Supervisor of School Grants.

The Deputy Minister is very much involved in the preparation of the Department of Education budget. He works closely with the Assistant Deputy Minister in this regard. Following the preparation of the budget in the Department, it proceeds for ministerial approval. These estimates are then presented to the Budget Bureau and Treasury Board where it is defended, on both occasions, by the Deputy Minister. The Deputy Minister may be joined by the Minister during Treasury Board hearings if any difficulties are anticipated.

The Deputy Minister signs all vouchers relating to school operating and school capital grants. All matters relating to school operating grants as well as school capital grants, if any problems are involved, are referred for the Deputy Minister's approval.

The relationship of educational finance to the Deputy Minister's total administrative activities was perceived by both subjects to relate to a major degree. The incumbent noted further that it was becoming more so.

V. RELATIONSHIPS IN MATTERS PERTAINING TO EDUCATION

Each subject was requested to indicate his perception of the educational relationship which existed between the Deputy Minister of Education and selected others with regard to (1) the nature of the interaction,³ (2) the degree (intensity) of involvement, and (3) the time demand. Selected others included the Minister of Education, other ministers of the Crown, cohorts, and others.

Minister of Education

Alberta. Both subjects differed somewhat in their perceptions of the nature of the interaction between the Deputy Minister and the Minister of Education. One subject perceived the interaction to include conferring, consulting, and influencing. He noted further, depending on the Minister involved, the interaction sometimes included advising. The other subject perceived the nature of the interaction between the Deputy Minister and Minister to consist only of advising.

A degree of agreement between both subjects indicated that a high degree of involvement was perceived to exist. Subject's responses were a fairly high degree and a very high degree.

³The nature of the interaction included such concepts as advising, conferring, consulting, coordinating, directing, encouraging, influencing, and warning, or any other concept that the subject wished to choose. It would appear that the concepts of advising, conferring, and consulting need some clarification. Advising was used to mean "give advice to." This advice may or may not be requested. Conferring was used to mean "meet for discussion" and suggested a mutual exchange of ideas. Consult was used to mean "seek information or advice from." It suggests a one-way interaction.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred often.

British Columbia. Both subjects perceived the nature of the interaction between the Deputy Minister and the Minister of Education to comprise advising, conferring, consulting, encouraging, influencing, and warning. One subject perceived warning to exist within the context of advising, while the other perceived it to exist as a separate entity. One subject perceived the nature of the interaction to further include coordinating to the extent that various deputy ministers of the provincial government, from time to time, attempt to coordinate the efforts of their respective ministers.

Complete agreement between both subjects indicated that a very high degree of involvement was perceived to exist.

Significant agreement between both subjects indicated that the interaction, according to time demand, occurred often. Subjects' responses were often and a qualified response varying between often-always or, as interpreted by the subject, frequently.

Manitoba. Both subjects perceived the nature of the interaction between the Deputy Minister and the Minister of Education to comprise advising, conferring, consulting, encouraging, influencing, and warning.

Significant agreement between both subjects indicated that a high degree of involvement was perceived to exist. Subjects' responses were a qualified response varying between a fairly high-very high degree and a very high degree.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred often. One subject

prefixed his response to indicate the interaction occurred very often.

Saskatchewan. Both subjects perceived the nature of the interaction between the Deputy Minister and Minister of Education to comprise advising, conferring, consulting, encouraging, influencing, and warning. One subject perceived the nature of the interaction to further include coordinating.

One subject indicated that a very high degree of involvement was perceived to exist in all instances. The other subject indicated involvement to varying degrees. He perceived advising, conferring, encouraging, and influencing to exist to a fairly high degree, consulting to some degree, and warning to a slight degree.

One subject indicated that the interaction, according to time demand, occurred often in all instances. The other subject indicated varying degrees of interaction. He indicated that advising, conferring, and influencing occurred often, consulting and encouraging sometimes, and warning occurred occasionally.

Other Ministers of the Crown

Alberta. Both subjects perceived the nature of the interaction between the Deputy Minister and other ministers of the Crown to comprise conferring.

A degree of agreement between both subjects indicated that a slight degree of involvement was perceived to exist. Subjects' responses were a very slight degree and some degree.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred occasionally. Subjects' responses were rarely and sometimes.

British Columbia. Both subjects perceived the nature of the interaction between the Deputy Minister and others ministers of the Crown to comprise conferring and consulting.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred often.

Manitoba. Both subjects perceived the nature of the interaction between the Deputy Minister and other ministers of the Crown to comprise conferring and consulting. One subject perceived the nature of the interaction to further include advising, while the other perceived influencing to be further included.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred occasionally. Subjects' responses were rarely and sometimes.

Saskatchewan. Both subjects perceived the nature of the interaction between the Deputy Minister and other ministers of the Crown to comprise conferring. One subject perceived the nature of the interaction to further include consulting.

A degree of agreement between both subjects indicated that a significant degree of involvement was perceived to exist. Subjects' responses were some degree and a fairly high degree.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred sometimes. Subjects'

responses were a qualified response varying between rarely-sometimes and a qualified response varying between sometimes-often.

Other Deputy Ministers Internal to the Province

Alberta. Both subjects perceived the nature of the interaction between the Deputy Minister of Education and other deputy ministers internal to the province's government to comprise conferring. One subject also perceived the nature of the interaction to occasionally include consultation.

A degree of agreement between both subjects indicated that a slight degree of involvement was perceived to exist. Subjects' responses were a very slight degree and some degree.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred occasionally. Subjects' responses were rarely and sometimes.

British Columbia. Both subjects perceived the nature of the interaction between the Deputy Minister of Education and other deputy ministers internal to the province's government to comprise conferring and consulting. One subject also perceived the nature of the interaction to sometimes include advising.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred sometimes.

Manitoba. Both subjects perceived the nature of the interaction between the Deputy Minister of Education and other deputy ministers within the province's government to comprise conferring, consulting,

and influencing. One subject perceived the nature of the interaction to further include coordinating.

A degree of agreement between both subjects indicated that a significant degree of involvement was perceived to exist. Subjects' responses were some degree and a qualified response varying between some degree to a very high degree.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred fairly often. Both subjects offered qualifying responses varying between sometimes-often.

Saskatchewan. Both subjects perceived the nature of the interaction between the Deputy Minister of Education and other deputy ministers within the province's government to comprise conferring and consulting. One subject perceived the nature of the interaction to further include coordinating and influencing.

One subject indicated that a fairly high degree of involvement, insofar as conferring and consulting were concerned, was perceived to exist. The other subject perceived varying degrees of involvement to exist. Conferring was perceived to exist to some degree, and consulting, coordinating, and influencing to a very slight degree.

One subject indicated that the interacting, according to time demand, occurred often. The other subject indicated that the interaction occurred in varying degrees. Conferring occurred, at best, sometimes, and consulting, coordinating, and influencing occurred rarely.

Other Deputy Ministers of Education in Canada

Alberta. Both subjects perceived the nature of the interaction

between the Deputy Minister in Alberta and other deputy ministers of education across Canada to comprise conferring and consulting.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred sometimes.

British Columbia. Both subjects perceived the nature of the interaction between the Deputy Minister in British Columbia and other deputy ministers of education across Canada to comprise conferring and consulting.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred sometimes.

Manitoba. Both subjects perceived the nature of the interaction between the Deputy Minister in Manitoba and other deputy ministers across Canada to comprise conferring and consulting. One subject perceived the nature of the interaction to further include coordinating.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred fairly often. Subjects' responses were sometimes and often.

Saskatchewan. Both subjects perceived the nature of the interaction between the Deputy Minister in Saskatchewan and other deputy ministers of education across Canada to comprise conferring and

coordinating. One subject perceived the nature of the interaction to further include consulting.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred sometimes.

Top Level Personnel of the Department of Education

Alberta. Both subjects perceived the nature of the interaction between the Deputy Minister and top level departmental personnel in Alberta to comprise advising and directing. One subject noted that directing included the power of veto. The other subject perceived the nature of the interaction to further include conferring, consulting, coordinating, encouraging, influencing, and warning.

Complete agreement between both subjects indicated that a very high degree of involvement was perceived to exist.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred often.

British Columbia. Both subjects perceived the nature of the interaction between the Deputy Minister and top level departmental personnel in British Columbia to comprise advising, conferring, consulting, coordinating, directing, encouraging, influencing and warning.

Complete agreement between both subjects indicated that a very high degree of involvement was perceived to exist.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred always.

Manitoba. Both subjects perceived the nature of the interaction between the Deputy Minister and top level departmental personnel in Manitoba to comprise advising, conferring, consulting, coordinating, directing, influencing, and warning.

Complete agreement between both subjects indicated that a very high degree of involvement was perceived to exist. One subject qualified this response to include Associate and Assistant Deputy Ministers and noted that the involvement with the Assistant to the Deputy Minister existed to a fairly high degree.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred very often. Subjects' responses were often and a qualified response varying between often for the Assistant to the Deputy Minister to always for the Associate and Assistant Deputy Minister.

Saskatchewan. Both subjects perceived the nature of the interaction between the Deputy Minister and the Assistant Deputy Minister to comprise advising, conferring, consulting, coordinating, encouraging, and influencing. One subject perceived the nature of the interaction to further include, on rare occasions only, directing and warning.

A degree of agreement between both subjects indicated that a high degree of involvement was perceived to exist. Subjects' responses were a fairly high degree and a very high degree.

One subject indicated that the interaction with the Assistant Deputy Minister, according to time demand, occurred always. The other subject indicated a qualified response varying between sometimes-often or, as interpreted by the subject, fairly often.

One subject perceived the nature of the interaction with the Administrative Officer to comprise conferring, consulting, and coordinating, the involvement to exist to a very high degree, and the interaction to occur always. The other subject perceived the nature of the interaction to comprise directing, the involvement to exist to some degree, and the interaction to occur sometimes.

One subject perceived the nature of the interaction with other top level departmental personnel to comprise conferring, consulting, and directing, the involvement to exist to a fairly high degree, except with the Director of Research where it exists to a very high degree, and the interaction to occur fairly often. The other subject perceived the nature of the interaction to comprise conferring, consulting, and coordinating, the involvement to exist to a significant degree, and the interaction to occur fairly often; he perceived the interaction to further include, on rare occasions only, advising, directing, encouraging, and warning.

Other External Bodies: Advisory Bodies, Elected Bodies, Special Interest Groups, and Individuals

Alberta. A degree of agreement between both subjects indicated that they perceived the nature of the interaction between the Deputy Minister and selected external bodies to comprise advising, conferring, and consulting. One subject perceived the interaction to occasionally include warning in respect to school boards.

Complete agreement between both subjects indicated that some degree of involvement was perceived to exist in all instances except

in respect to individuals where it was perceived to exist to a very slight degree.

Complete agreement between both subjects indicated that the interaction, according to time demand, occurred sometimes in all instances except in respect to elected bodies where one subject perceived it to occur rarely.

British Columbia. A degree of agreement between both subjects indicated that they perceived the nature of the interaction between the Deputy Minister and selected external bodies to comprise advising, conferring, consulting, and influencing.

A degree of agreement between both subjects indicated that a significant degree of involvement was perceived to exist. Subjects' responses were some degree and a fairly high degree in all instances except in respect to individuals where one subject perceived it to exist to a very slight degree.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred fairly often. Subjects' responses were sometimes and often in all instances except in respect to individuals where one subject perceived it to occur rarely.

Manitoba. Both subjects perceived the nature of the interaction between the Deputy Minister and selected external bodies to comprise advising, conferring, and consulting. One subject perceived the nature of the interaction, in respect to advisory bodies, elected bodies, and special interest groups, to further include influencing.

Complete agreement between both subjects indicated that a significant degree of involvement was perceived to exist. Subjects'

responses were some degree and a fairly high degree in all instances except in respect to individuals where one subject perceived it to exist to a very slight degree.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred fairly often. Subjects' responses were sometimes and often in all instances except in respect to individuals where one subject perceived it to occur rarely.

Saskatchewan. Both subjects indicated that interaction with advisory bodies was indirect in nature in that it resulted in conferring between the Deputy Minister and Minister as a result of the activities of these bodies. Direct interaction with advisory bodies occurred at the directors' level.

A degree of agreement between both subjects indicated that they perceived the nature of the interaction between the Deputy Minister and elected bodies, special interest groups, and individuals to comprise advising, conferring, and, in some instances, consulting, encouraging, and influencing.

A degree of agreement between both subjects indicated that a significant degree of involvement was perceived to exist. Subjects' responses were some degree and a fairly high degree.

A degree of agreement between both subjects indicated that the interaction, according to time demand, occurred fairly often. Subjects' responses were sometimes and often.

VI. PERCEPTIONS OF OTHER ASPECTS OF THE ROLE

Determination of the Departmental Work System

Each subject was requested to indicate his perception of the degree to which the Minister, Deputy Minister, and top level departmental personnel determine how the work system is set up and determine the policies, rules, procedures, or methods of the work system of the Department of Education.

Alberta. Significant agreement between both subjects in Alberta indicated that the Minister determines how the work system is set up and determines the policies, rules, procedures, or methods of the work system of the Department of Education to a slight degree. Subjects' responses were a very slight degree and a qualified response varying between a very slight degree-some degree.

One subject perceived that the Deputy Minister determines how the work system is set up and determines the policies, rules, procedures, or methods of the work system to some degree. The other subject perceived it to be to a very high degree.

Complete agreement between both subjects indicated that top level departmental personnel determine how the work system is set up and determine the policies, rules, procedures, or methods of the work system of the Department to a fairly high degree.

British Columbia. A degree of agreement between both subjects in British Columbia indicated that the Minister determines how the work system is set up and determines the policies, rules, procedures,

or methods of the work system of the Department of Education to a slight degree. Subjects' responses were a very slight degree and some degree.

Complete agreement between both subjects indicated that the Deputy Minister determines the policies, rules, procedures, or methods of the work system to a very high degree.

A degree of agreement between both subjects indicated that top level personnel determine the policies, rules, procedures, or methods of the work system of the Department to a high degree. Subjects' responses were a fairly high degree and a very high degree.

Manitoba. A degree of agreement between both subjects in Manitoba indicated that the Minister determines how the work system is set up and determines the policies, rules, procedures, or methods of the work system of the Department of Education to a slight degree. Subjects' responses were a very slight degree and some degree.

One subject perceived that the Deputy Minister determines the policies, rules, procedures, or methods of the work system to some degree. The other subject perceived that the Deputy Minister determines the policies, to a very high degree and the rules, procedures, or methods of the work system to a very slight degree.

One subject perceived that top level departmental personnel determine the policies, rules, procedures, or methods of the work system of the Department of Education to a very high degree. The other subject perceived that top level personnel determine the policies of the work system to a high degree, and the rules, procedures, or methods to a very high degree.

Saskatchewan. One subject perceived that the Minister determines how the work system is set up and determines the policies, rules, procedures, or methods of the work system of the Department of Education to a significant degree. The subject's qualified response varied between some degree and a fairly high degree. The other subject perceived it to be to a very slight degree.

A degree of agreement between both subjects indicated that the Deputy Minister determines how the work system is set up and determines the policies, rules, procedures, or methods of the work system to a high degree. Subjects' responses were a fairly high degree and a very high degree.

Complete agreement between both subjects indicated that top level personnel determine how the work system is set up and determine the policies, rules, procedures, or methods of the work system to a fairly high degree.

Involvement in the Departmental Work System

Each subject was requested to indicate his perception of the frequency with which the Minister gives instructions, advice, make suggestions, or helps the Deputy Minister with regard to the work system, and how often the Deputy Minister functions in like manner with regard to top level personnel.

Alberta. Complete agreement between both subjects in Alberta indicated that the Minister gives instructions, advice, makes suggestions, or helps the Deputy Minister with regard to the work system rarely.

Complete agreement between both subjects indicated that the Deputy Minister functions in like manner with regard to top level personnel sometimes.

British Columbia. Agreement between both subjects in British Columbia indicated that the Minister gives instructions, advice, makes suggestions, or helps the Deputy Minister with regard to the work system rarely. One subject prefixed his response to indicate it occurred very rarely.

A degree of agreement between both subjects indicated that the Deputy Minister functions in like manner with regard to top level personnel occasionally. Subjects' responses were rarely and sometimes.

Manitoba. Complete agreement between both subjects indicated that the Minister gives instructions, advice, makes suggestions, or helps the Deputy Minister with regard to the work system rarely.

One subject perceived that the Deputy Minister functions in like manner with regard to top level personnel sometimes and varied between rarely and often depending on the situation. The other subject perceived it to occur rarely with regard to internal administration and sometimes with regard to policy.

Saskatchewan. A degree of agreement between both subjects indicated that the Minister gives instructions, advice, makes suggestions, or helps the Deputy Minister with regard to the work system occasionally. Subjects' responses were rarely and sometimes.

A degree of agreement between both subjects indicated that the Deputy Minister functions in like manner with regard to top level personnel sometimes. Subjects' responses were a qualified response

varying between rarely-sometimes and a qualified response varying between sometimes-often.

Advice, Encouragement, and Warning

Each subject was requested to indicate his perception of the frequency with which the Deputy Minister advises, encourages, and warns the Minister on matters pertaining to educational policy and the frequency with which top level departmental personnel function in like manner with regard to the Deputy Minister.

Alberta. A degree of agreement between both subjects indicated that the Deputy Minister advises, encourages, and warns the Minister on matters pertaining to educational policy fairly often. Subjects' responses were sometimes and often.

Significant agreement between both subjects indicated that top level personnel function in like manner with regard to the Deputy Minister often. Subjects' responses were a qualified response varying between sometimes-often and often.

British Columbia. Significant agreement between both subjects indicated that the Deputy Minister advises, encourages, and warns the Minister on matters pertaining to educational policy often. Subjects' responses were often and a qualified response varying between often-always or, as interpreted by the subject, very frequently.

Complete agreement between both subjects indicated that top level personnel function in like manner with regard to the Deputy Minister often.

Manitoba. Significant agreement between both subjects indicated that the Deputy Minister advises, encourages, and warns the Minister

on matters pertaining to educational policy always. Subjects' responses were a qualified response varying between often-always and always.

Significant agreement between both subjects indicated that top level personnel function in like manner with regard to the Deputy Minister often. Subjects' responses were a qualified response varying between sometimes-often and often.

Saskatchewan. One subject perceived that the Deputy Minister advises, encourages, and warns the Minister on matters pertaining to educational policy sometimes. The other subject perceived it to occur always.

Significant agreement between both subjects indicated that top level personnel function in the same manner with regard to the Deputy Minister often. Subjects' responses were a qualified response varying between sometimes-often, interpreted by the subject as often for advising and encouraging and rarely for warning, and often.

Disregarding Established Methods of the Work System

Each subject was requested to indicate his perception of the extent to which the Minister and top level personnel would disapprove or dislike it if the Deputy Minister deliberately disregarded the established methods, policies, rules, or procedures of the work system of the Department of Education.

Alberta. Significant agreement between both subjects indicated that the Minister would disapprove or dislike it to a fairly high degree if the Deputy Minister deliberately disregarded the established methods, policies, rules, or procedures of the work system. Subjects'

responses were a fairly high degree and a qualified response varying between a fairly high-very high degree.

Complete agreement between both subjects indicated that top level personnel would disapprove or dislike it to a fairly high degree if the Deputy Minister deliberately disregarded the established methods, policies, rules, or procedures of the work system.

British Columbia. One subject indicated that normally he would not act without conferring with the Minister. However, if a new situation arose requiring violation of the existing rules, he would act in anticipation of the approval of the Minister. The other subject indicated that he would never act on a major issue without first conferring with the Minister.

One subject indicated that top level departmental personnel would disapprove or dislike it to a very high degree if the Deputy Minister deliberately disregarded the established methods, policies, rules, or procedures of the work system. The other subject indicated that he would never act unless first holding discussion with the top level personnel through the regular monthly staff meetings he held with them.

Manitoba. Both subjects indicated that they would never act on a major issue without first conferring with the Minister. One subject felt free to proceed on matters of a minor nature anticipating that the Minister would neither disapprove nor dislike it.

One subject indicated that top level departmental personnel would disapprove or dislike it to some degree if the Deputy Minister deliberately disregarded the established methods, policies, rules, or

procedures of the work system. The other subject indicated that in matters of policy he would confer with senior officials but felt free to proceed in matters of routine.

Saskatchewan. Both subjects indicated that they would not act on major issues without first conferring with the Minister. One subject noted that he felt free to make decisions in an emergency that represent differences from the normal course of action.

A degree of agreement between both subjects indicated that top level personnel would disapprove or dislike it to a high degree if the Deputy Minister deliberately disregarded the established methods, policies, rules, or procedures of the work system. Subjects' responses were a fairly high degree and a very high degree.

Perception as a Political Figure

Each subject was requested to indicate his perception of the extent to which the Deputy Minister can, and does, affect ministerial or cabinet policy decisions on matters pertaining to education. Each subject was also requested to indicate the extent to which the Deputy Minister offers only one recommendation as opposed to alternative recommendations to the Minister.

Alberta. Complete agreement between both subjects indicated that the Deputy Minister can affect ministerial and cabinet policy decisions on educational matters to a fairly high degree. Significant agreement between both subjects indicated that the Deputy Minister does affect policy decisions on educational matters to a fairly high degree. Subjects' responses were a qualified response varying between some degree-fairly high degree and a fairly high degree.

One subject indicated that the Deputy Minister offers one recommendation as opposed to alternative recommendations to the Minister to a very high degree. The other subject indicated that the Deputy Minister usually offers a precise recommendation but sometimes he will offer alternative recommendations depending on the situation.

British Columbia. One subject indicated that the Deputy Minister can and does affect ministerial or cabinet policy decisions on educational matters to some degree. The other subject indicated that the Deputy Minister can and does affect only ministerial policy decisions on educational matters to a fairly high degree.

One subject indicated that the Deputy Minister offers one recommendation as opposed to alternative recommendations to the Minister to some degree. The other subject indicated offering one recommendation as opposed to alternative recommendations to a very high degree.

Manitoba. A degree of agreement between both subjects indicated that the Deputy Minister can affect ministerial or cabinet policy decisions on educational matters to a high degree. Subjects' responses were a fairly high degree and a very high degree. Complete agreement between both subjects indicated that the Deputy Minister does affect policy decisions on educational matters to a fairly high degree.

One subject indicated that the Deputy Minister offers one recommendation as opposed to alternative recommendations to the Minister to a very high degree. The other subject indicated offering one recommendation as opposed to alternative recommendations depending on

the issue and the degree of the Deputy Minister's convictions in regard to it. If the conviction was strong with regard to a particular conclusion, that one only would be given. If there were a number of conclusions and no strong conviction existed with regard to any one, alternatives would be given and the matter resolved in joint discussion with the Minister.

Saskatchewan. Complete agreement between both subjects indicated that the Deputy Minister can and does affect cabinet or ministerial policy decisions on educational matters to a fairly high degree.

Both subjects indicated that the Deputy Minister offers one recommendation as opposed to alternative recommendations to a very high degree.

Changes in Governments and Ministers

Each subject was requested to indicate his perception of the effect that changes in provincial governments and Ministers of Education have on a Deputy Minister's duties, functions, and responsibilities. Where neither change had occurred during the subject's tenure in office, he was requested to indicate his perception of the possible effect on a Deputy Minister's duties, functions, and responsibilities if a change in governments or Ministers were to occur.

Alberta. Complete agreement between both subjects indicated that a change in provincial governments would have a slight effect on the Deputy Minister's duties, functions, and responsibilities. A degree of agreement between both subjects indicated that a change in Ministers of Education would have a moderate effect. Subjects' responses indicated a slight effect and some effect.

British Columbia. One subject indicated that a change in provincial governments would have some effect on the duties, functions, and responsibilities of the Deputy Minister. The other subject indicated that a change in provincial governments would have a fairly significant-very significant effect or, as interpreted by the subject, a significant effect.

One subject indicated that a change in Ministers of Education would have some effect on the duties, functions, and responsibilities of the Deputy Minister. The other subject perceived some effect to be the proper response but noted that, in actual occurrence, there had been none.

Manitoba. Complete agreement between both subjects indicated that a change in provincial governments and Ministers of Education would both have some effect on the duties, functions, and responsibilities of the Deputy Minister.

Saskatchewan. One subject indicated that a change in provincial governments would have a slight effect on the duties, functions, and responsibilities of the Deputy Minister. The other subject indicated that a change in provincial governments would have some to fairly significant effect.

A degree of agreement between both subjects indicated that a change in Ministers of Education would have a moderate effect on the duties, functions, and responsibilities of the Deputy Minister. Subjects' responses indicated a slight effect and some effect.

Span of Control

Each incumbent was requested to indicate the number of departmental personnel reporting to the Deputy Minister at the time of the

interview. Each immediate predecessor was requested to indicate the number reporting to the Deputy Minister toward the end of his time in office. Each subject was requested to indicate changes in the number while serving as Deputy Minister, who it was that brought about any changes that occurred, and why were they brought about. Each subject was also requested to indicate his perception of the number of departmental personnel who should report directly and regularly to the Deputy Minister in order that he might effectively and efficiently administer the department of education.

Alberta. Eight (8) departmental personnel reported directly and regularly to the incumbent while five (5) reported to the immediate predecessor. The number increased for both subjects during the term in office. In both instances the change was brought about by the Deputy Minister. The establishment of two new divisions and the increasing size of the total operation contributed to the changes.

One subject perceived that five (5) departmental personnel should report directly and regularly to the Deputy Minister in order for him to effectively and efficiently administer the department of education. The other subject perceived the most appropriate number to be between six (6) and eight (8).

British Columbia. Up to nine (9) departmental personnel reported directly to the incumbent but the number is usually constant at six (6). Eight (8) departmental personnel reported directly and regularly to the immediate predecessor. The number increased during one subject's term of office. The change was brought about by the Deputy Minister who added a new functional division to the department.

One subject perceived that four (4) to five (5) departmental personnel should report directly and regularly to the Deputy Minister in order for him to effectively and efficiently administer the department of education. The other subject perceived the most appropriate number to be eight (8).

Manitoba. Five (5) departmental personnel reported directly and regularly to the incumbent while four (4) reported to the immediate predecessor. At one time during his term of office the immediate predecessor had twenty-seven (27) departmental personnel reporting to him. This number decreased to four with changes in concept and increasing work load for the Deputy Minister. These changes also involved questions of efficiency and delegations of authority.

One subject perceived that five (5) departmental personnel should report directly and regularly to the Deputy Minister in order for him to effectively and efficiently administer the department of education. The other subject perceived the most appropriate number to be five (5) to six (6).

Saskatchewan. Six (6) departmental personnel reported directly and regularly to the incumbent while five (5) to six (6) reported directly to the immediate predecessor. The number decreased during one subject's term of office. The change was brought about by the Deputy Minister due to a reorganization of continuing adult education.

One subject perceived that three (3) departmental personnel should report directly and regularly to the Deputy Minister in order for him to effectively and efficiently administer the department of education, but up to five (5) would be a reasonable number. The other

subject perceived the most appropriate number to be three (3) to four (4).

Top Level Personnel and The Deputy Minister

Each subject was requested to indicate his perception of the extent to which top level personnel affect the role of the Deputy Minister.

Alberta. A degree of agreement between both subjects in Alberta indicated that top level personnel affect the Deputy Minister's role to a high degree. Subjects' responses were a fairly high degree and a very high degree.

British Columbia. Complete agreement between both subjects in British Columbia indicated that top level personnel affect the Deputy Minister's role to some degree.

Manitoba. Complete agreement between both subjects in Manitoba indicated that top level departmental personnel affect the Deputy Minister's role to a very high degree. One subject further indicated the effect was profound.

Saskatchewan. One subject in Saskatchewan indicated that the Assistant Deputy Minister, the Administrative office, and the Director of Research affect the Deputy Minister's role to a very high degree. The other subject indicated that the Assistant Deputy Minister affects the role of the Deputy Minister to a fairly high degree and the Administrative Officer to some degree.

Complete agreement between both subjects indicated that other top level personnel affect the Deputy Minister's role in varying degrees ranging from some degree to a fairly high degree.

Description of Relationships

Each subject was requested to indicate his perception of the relationships with selected individuals or groups in matters pertaining to education as being (1) largely formal, (2) largely informal, (3) both formal and informal, and (4) unable to describe.

Alberta. Complete agreement between both subjects indicated that the Deputy Ministers' relationships with their cohorts were largely informal.

One subject indicated largely formal relationships with advisory bodies, elected bodies, other interest groups, and junior departmental personnel, largely informal relationships with the Minister of Education and senior departmental personnel, and a combination of formal and informal relationships with individuals. The other subject indicated largely formal relationships with the Minister of Education and individuals, largely informal relationships with senior departmental personnel, a combination of formal and informal relationships with elected bodies and other interest groups, and unable to describe with advisory bodies.

British Columbia. Complete agreement between both subjects indicated that the Deputy Ministers' relationships were largely formal with advisory and elected bodies, and largely informal with cohorts and departmental personnel.

One subject indicated largely formal relationships with special interest groups, largely informal with the Minister of Education, and a combination of formal and informal relationships with individuals. The other subject indicated largely informal relationships with other

interest groups and individuals, and a combination of formal and informal relationships with the Minister of Education.

Manitoba. Complete agreement between both subjects indicated that the Deputy Ministers' relationships were largely informal with the Minister of Education, cohorts, departmental personnel, advisory bodies, elected bodies, other interest groups, and individuals.

Saskatchewan. One subject indicated that the Deputy Ministers' relationships were largely formal with elected bodies and special interest groups, largely informal with the Minister of Education, cohorts, departmental personnel, and individuals, and a combination of formal and informal relationships with advisory bodies. The other subject indicated a combination of formal and informal relationships with the Minister of Education, cohorts, departmental personnel, elected bodies, other interest groups, and individuals, and unable to describe for advisory bodies.

Sources of Information

Each subject was requested to supply any sources of information regarding the duties, functions, and responsibilities of the Deputy Minister. Except for those already noted in this study, no further sources were reported.

One subject indicated that the Deputy Minister's role is influenced by the expectations held for the Deputy Minister by alter groups and significant others. The subject noted further that the role is influenced to the greatest degree by the Minister of Education and Cabinet and, to a lesser degree, by the staff of the Department of Education.

Maintaining the Minister's Confidence

Each subject was requested to indicate how he is (was) able to maintain the Minister's confidence in the Deputy Minister's advice. Each response was able to be taken as a direct quote by the writer. All responses will be reported as such irrespective of province.

The subjects indicated the following responses as the ways by which they are (were) able to maintain the Minister's confidence in their advice:

- Subject 1: . . . by loyalty. By convincing him that I have the ~~interests of the department~~ at heart, that I can make reasonably sound judgements, and maintain a rapport with the Minister.
- Subject 2: . . . by discriminating with respect to the screening of proposals before they are advanced to the Minister. By weeding out things with little chance of success regardless of the proposer's insistence, the Deputy Minister cannot be an agent of transmittal.
- Subject 3: . . . I am able to maintain it on the basis that I came with it and on the advice I've given. Also my integrity, that is, detecting fundamentally critical matters of issue and warning the Minister ahead of time and giving him the opportunity to disagree (with the Deputy Minister) if there are political implications.
- Subject 4: . . . by advising wisely and by building up confidence (by the Minister in the Deputy Minister).
- Subject 5: . . . by mutual respect and trust.
- Subject 6: . . . by being able to justify proposals you make to the Minister, and being right often enough.
- Subject 7: . . . to be completely loyal. To be completely honest, that is, to level with the Minister. Try and make his period of office as successful as you can. Give him the best advice you can regardless of the reception-- (you) sometimes have to tell him things you know he wouldn't like.
- Subject 8: . . . if over the long run the Minister finds your advice is good, he is going to remain happy with it. In a word, offering constructive advice.

Identification with the Minister or Civil Servants

Each subject was requested to indicate whether he identified primarily with the Minister or with the civil servants in the department. In all instances but one, the Deputy Minister identified equally with the Minister and the civil servants. One subject identified primarily with the civil servants of the department as a member of the department's educational team.

Involvement with Committees

Each subject was requested to indicate the committees of which he was a member or chairman and which were directly related to his capacity as Deputy Minister.

All subjects indicated a significant degree of participation in respect to committees of one type or another. One subject indicated involvement with a legion of them and serving as chairman of well over one-half of them.

In all instances the Deputy Minister is (was) a member of the Board of Governors and/or Senate of the University of universities in his province. Each is (was) involved in some way with the Canadian Education Association, and with various standing and ad hoc departmental committees. In certain instances, for example Manitoba, the Deputy Minister is required by legislative prescription to serve on some committees. The tendency appears to be toward the designation of senior departmental personnel to serve on some of these committees in place of the Deputy Minister.

Single Concept Description of the Total Job

Each subject was requested to choose one concept that best

describes the Deputy Minister's total job. A number of concepts were supplied and each subject was given the choice of choosing from these or to choose any other concept that he deemed more appropriate. In all instances the subject chose from the list in the interview schedule. Each subject was given the opportunity to qualify his choice to indicate its particular context. The response and qualifying statement in each instance will be reported irrespective of province. The responses were:

- Subject 1: Coordinating -- it ought to be what you do more than anything else. If you get into one area too much, you cease to be an effective Deputy Minister. The Deputy Minister must make the whole machine work.
- Subject 2: Coordinating, assuming organizing is an aspect of it.
- Subject 3: Influencing. I try to influence policy, my colleagues, and the Minister to make rational decisions. While I am obliged to make decisions left, right, and center, I am trying to ensure that the total results of decisions are meaningful, that is, I am trying to influence the direction of them.
- Subject 4: Evaluating, i.e., constantly weighing the pros and cons of the job, how the educational program is progressing, and what improvement can be made.
- Subject 5: Influencing, especially at the (senior personnel) level. Decision making is a close second (choice).
- Subject 6: Impossible to choose one. Planning, decision making, and influencing are the least number I could choose.
- Subject 7: Planning, which includes decision making, i.e., decision making in the area of planning.
- Subject 8: Coordinating the educational know how and resources of the whole province. The Deputy Minister sits in a uniquely influential position to do this.

VII. SUMMARY

This chapter reported the subjects' responses, by province, in the five areas contained in the interview schedule. An outline of the method by which data was to be reported was presented in the introduction.

Section two reported the subjects' perceptions, by province, in respect to the degree to which responsibility for the internal administration and supervision of the department of education had been delegated to the Deputy Minister by the Minister.

Section three reported the subjects' perceptions, by province, in respect to general responsibility for the selection of top level departmental personnel and general responsibility for the specification of their duties. The subjects' perceptions were also reported to indicate responsibility for the actual selection of and specification of duties for these personnel.

Section four reported the subjects' perceptions of the Deputy Minister's participation in statutory powers and duties of the Minister.

Section five reported the subjects' perceptions of relationships which exist in educational matters between the Deputy Minister of Education and selected others within the context of (1) the nature of the interaction, (2) the degree or intensity of involvement, and (3) the time demand.

Section six reported the subjects' perceptions of other aspects of the role of the Deputy Minister of Education.

CHAPTER V

THE PERCEIVED ROLE: INTERPROVINCIAL SIMILARITIES AND DIFFERENCES

I. INTRODUCTION

This chapter, drawing on the data presented in chapter IV, will report interprovincial similarities and differences in perceptions held for the role of the Deputy Minister of Education. These similarities and differences will be noted for each of the five areas under investigation by this study.

II. PRELIMINARY INFORMATION

Some preliminary information was requested from each of the subjects during the interviews and is herein reported.

Terms of office as deputy minister of education served or being served by each subject ranged from one and one-half years to twenty years. Each of the incumbents, to the time of interview, had served less than five years as deputy minister. One of the immediate predecessors had also served less than five years. The remaining three immediate predecessors had served terms of office of seven years, thirteen years, and twenty years. The average term of office for the incumbents, to the time of the interview, was just over two years. The average term of office for the immediate predecessors was just over ten years.

In respect to academic qualifications, four of the eight subjects held one master's degree, and two of the four held two master's degrees.

Six of the eight subjects held earned doctoral degrees, and one of the six held two doctoral degrees.

Six of the eight subjects had served with one provincial government. One subject had served with two provincial governments, and the remaining subject with three different provincial governments within the same province.

Two of the eight subjects had served with one Minister of Education. Four subjects had served with two Ministers, and the remaining two subjects had served with four Ministers of Education.

All eight subjects had served as teachers, and six of the eight had served as principals. One of the subjects had also served as a locally employed Director of Research and Superintendent of Schools.

Seven of the eight subjects had been employed by the department of education prior to their appointments as deputy minister. The remaining subject had, in the past, served with another provincial government department.

Four of the eight subjects had served as provincially employed superintendent of schools, and four had served as provincially employed inspectors. Three subjects had served in some capacity with provincial normal schools.

Four subjects had served as chief superintendent of schools immediately prior to their appointments as deputy minister of education. Two had served as assistant deputy minister immediately prior to their appointments, and one had served as director of school administration. The remaining subject was appointed as deputy minister directly from a university post.

TABLE I
PRELIMINARY INFORMATION

Years-Deputy Minister of Education	13+	4	2	7	2	2 1/2	3	20
University training beyond Bachelor's level			M.A. Ed.D.	M.A. Ph.D. L1.D.	Ph.D.	Ed.D.	M.A. M.Pub.Ad. Ph.D.	M.A. M.Ed. Ph.D.
Number of provincial governments	3	1	1	1	2	1	1	1
Number of Ministers of Education	4	2	2	1	2	1	2	4
Previous positions: School district	Teacher Department Head Principal	Teacher Principal	Teacher Principal	Teacher Principal	Teacher Principal	Teacher Principal Director of Research-Superintendent of Schools	Teacher	Teacher
Department of Education	Inspector Director of School Administration	Superintendent Normal School Chief Superintendent of Schools	Inspector Superintendent Chief Superintendent of Schools	Inspector Assistant Deputy Minister	Superintendent Chief Superintendent of Schools	Normal School Superintendent		Inspector Normal School Chief Superintendent of Schools
Other							University professor, Dean & Vice-Pres.	110

III. ADMINISTRATION OF THE DEPARTMENT OF EDUCATION

Five of the eight subjects perceived that responsibility for the internal administration and supervision of the department of education had been delegated by the Minister to the Deputy Minister to a very high degree. The remaining three subjects perceived that the responsibility had been delegated to a fairly high degree.

TABLE II

DEGREE TO WHICH THE DEPUTY MINISTER IS
RESPONSIBLE FOR THE ADMINISTRATION
OF THE DEPARTMENT OF EDUCATION

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	0	3	5

IV. TOP LEVEL PERSONNEL OF THE DEPARTMENT OF EDUCATION: THEIR SELECTION AND SPECIFICATION OF DUTIES

Four of the eight subjects perceived general responsibility for the selection of top level departmental personnel to reside with the Minister of Education. Of the remaining four subjects, two perceived it to be the general responsibility of the Deputy Minister, and two perceived it to be a joint responsibility of the Minister and Deputy Minister.

Six of the eight subjects perceived the actual selection of top level departmental personnel to be carried out by the Deputy Minister

The remaining two subjects perceived the actual selection to be a joint process with participation by the Minister and Deputy Minister.

Seven of the eight subjects perceived general responsibility for specification of the duties of top level departmental personnel to reside with the Deputy Minister. The remaining subject perceived it to be the general responsibility of the Minister.

Complete agreement between all eight subjects indicated that the actual specification of duties of top level departmental personnel is carried out by the Deputy Minister

V. DISTRIBUTION OF SPECIFIED MINISTERIAL POWERS AND DUTIES

Instructional materials and curriculum. The prerogative to authorize courses of study and textbooks is exercised by the cabinet in Alberta, British Columbia,¹ Manitoba, and Saskatchewan. Recommendations are formulated through the cooperative action of the department's curriculum division and various teacher advisory groups in the field. These recommendations, in three of the four provinces, proceed through regular channels to the Deputy Minister who advises the Minister on appropriate action for presentation to cabinet. In the fourth province, British Columbia, the Superintendent of Education, with the knowledge and consent of the Deputy Minister, "most likely" advises the Minister directly.

¹The terms "Cabinet" and "Council of Public Instruction" are synonymous and refer to one and the same body, the Executive Council of the Province of British Columbia.

TABLE III

GENERAL RESPONSIBILITY FOR THE SELECTION AND SPECIFICATION OF DUTIES
OF TOP LEVEL DEPARTMENTAL PERSONNEL

General responsibility for the selection of top level departmental personnel resides with	Actual selection of top level departmental personnel is carried out by	General responsibility for the specification of the duties of top level departmental personnel resides with	Actual specification of the duties of top level departmental personnel is carried out by
Minister	Deputy Minister	Deputy Minister	Deputy Minister
Minister	Deputy Minister	Deputy Minister	Deputy Minister
Minster and Deputy Minister	Deputy Minister	Deputy Minister	Deputy Minister
Minister	Deputy Minister	Deputy Minister	Deputy Minister
Minister and Deputy Minister	Minister and Deputy Minister	Deputy Minister	Deputy Minister
Deputy Minister	Deputy Minister	Deputy Minister	Deputy Minister
Deputy Minister	Deputy Minister	Deputy Minister	Deputy Minister
Minister	Minister and Deputy Minister	Minister	Deputy Minister

In two of the provinces, Manitoba and Saskatchewan, advisory bodies offer further advice to the Minister. The Deputy Minister is a member of the Advisory Board in Manitoba, but he is not a member of the Educational Council in Saskatchewan.

The prerogative to authorize reference books and other related instructional materials in British Columbia is exercised by the Council of Public Instruction. The same course of action outlined above is followed. In the remaining three provinces very little, if any, action is taken in regard to reference books and other related instructional materials.

In all provinces the drafting of regulations in respect to correspondence courses, special education, and technical and vocational education usually originates with the division involved. The drafted regulations proceed through regular channels to the Deputy Minister who advises the Minister on appropriate action for presentation to cabinet. Cabinet approval is necessary since all regulations require an order in council.

Once the regulations have secured cabinet approval their application and/or interpretation is usually carried out by the director of the division involved. In British Columbia the Superintendent of Education is authorized to approve the development of special education classes insofar as his actions remain within the scope of budgetary provisions. In all four provinces, questions of a "sticky" nature may be referred to an immediate superior or, where the Deputy Minister is not the immediate superior, to the Deputy Minister for clarification and/or action. If the problem is perceived to be "sticky" enough, it usually results in discussion between the Deputy Minister and Minister

of Education. This would especially be true with questions having political implications.

Teachers. The drafting of regulations in respect to the training and certification of teachers usually originates from joint action of the department and external bodies affected by the regulations. The drafted regulations proceed through regular channels to the Deputy Minister who advises the Minister on appropriate action for presentation to cabinet. The application and/or interpretation of the approved regulations is usually carried out by the appropriate official in each of the provinces. The Deputy Minister would very rarely be involved in this facet of the operation in any of the four provinces.

The drafting of regulations in respect to the suspension or cancellation of teacher certificates follows the same pattern of action as outlined above.

Decisions regarding suspension or cancellation of teacher certificates in Alberta, Manitoba, and Saskatchewan are made, technically, by the Minister, and in British Columbia by the Council of Public Instruction. Recommendations by the appropriate official in British Columbia and Manitoba proceed through regular channels to the Deputy Minister who advises the Minister on appropriate action for cabinet approval. In Alberta a Board of Reference recommends appropriate action through the Deputy Minister to the Minister. In Saskatchewan a Discipline Committee, of which the Deputy Minister is chairman and comprised of teachers, trustees, and departmental officials, advises the Minister on appropriate action in regard to suspension or

cancellation of teacher certificates.

Schools. In Alberta and Saskatchewan the prerogative to make regulations in respect to the classification, organization, government, and examination of all schools is exercised, technically, by the Minister. In practice, the Minister would become involved only in the event of proposed major changes. In Alberta this prerogative is spread throughout the Department and administered by the various personnel appropriate to the situation. The Deputy Minister may become involved from time to time in this facet of the operation, especially on matters related to policy. In Saskatchewan the basic responsibility resides with the Deputy Minister to ensure that regulations are set up and administered.

In British Columbia the Minister chooses to delegate the management of all but a few selected schools to local trustees. Direct executive control by the Department is restricted to certain types of schools involved in technical, vocational and special education. The Deputy Minister becomes involved in the direct executive management of these latter types of schools from time to time.

In Manitoba the responsibility to prescribe the classification, organization, discipline, and government of secondary and public schools resides with provincially employed inspectors and locally employed superintendents. This responsibility is virtually nonexistent insofar as the Department is concerned and the Deputy Minister would very rarely be involved in matters related to the classification, organization, discipline, or government of schools in Manitoba.

School sites and buildings. In Alberta the Director of School Administration investigates the selection of building sites. Ministerial approval is required before a tender for school buildings is accepted. The tender is approved on the advice of the Director of School Administration and the Deputy Minister. In British Columbia local school boards select school sites. The selection is subject to approval by the Council of Public Instruction prior to any expenditure to acquire approved sites. In Manitoba the Building Projects Committee advises the Minister on matters related to school sites and buildings. The Deputy Minister is not a member of the Committee nor does he keep in close touch with it. In Saskatchewan recommendations on matters related to school sites and buildings proceed internally through the Department to the Deputy Minister. The Deputy Minister advises the Minister on appropriate action for presentation to cabinet.

School districts. In Alberta and Saskatchewan the Deputy Minister, on the basis of recommendations from the Director of Administration/ Director of School Administration, advises the Minister on appropriate action in respect to the creation, organization, reorganization, or dissolution of school districts and definition of school district boundaries. In British Columbia the Deputy Minister, on the basis of recommendations from a departmental committee, advises the Minister on appropriate action in respect to school districts for presentation to the Council of Public Instruction. In Manitoba special boards deal with all matters related to the size and/or shape of school districts and recommend appropriate action to the Minister. In practice, the Deputy Minister is authorized to sign for the Minister in this regard.

School trustees. In Alberta, British Columbia, and Saskatchewan the number of school trustees in a district is determined by the department of education. Requests for changes may come from local school boards. Recommendations proceed through regular channels to the Deputy Minister who advises the Minister on appropriate action. In Manitoba the number of trustees in a district is a local decision.

The appointment of an official trustee in Alberta is, ordinarily, a part of the routine of the Department. The Minister is normally involved in the appointment of an official trustee in a school division and exercises the prerogative on the advice of the Deputy Minister. The appointment of an official trustee in British Columbia requires approval by the Council of Public Instruction. A departmental committee, with the Deputy Minister as chairman, recommends appointments to the Minister for Council approval. In Saskatchewan the appointment of an official trustee is made by ministerial order. Recommendations "come through" the Deputy Minister from the Assistant Deputy Minister and Director of School Administration. The actual choice for appointment is considered to be routine when it reaches the Deputy Minister. In Manitoba the appointment of an official trustee is normally made by the Associate Deputy Minister for Administration. The Deputy Minister may be consulted in the selection.

Departmental personnel. The actual selection of supervisors, inspectors, school attendance officer, and superintendents in Alberta, and superintendents in Saskatchewan, is made by the Chief Superintendent of Schools. The selection of supervisors and provincial

inspectors in Manitoba is made by the Assistant Deputy Minister. These selections, in each of the three provinces, proceed through the Deputy Minister for ministerial approval. In British Columbia the selection of superintendents is formally made by the Civil Service. A departmental committee thoroughly investigates all prospective applicants and recommends its choices to the Deputy Minister. The Deputy Minister's recommendation to the Minister is referred for formal Civil Service approval.

Post-secondary education. The drafting of regulations in respect to technical and vocational institutes usually originates within that division. The drafted regulations proceed through regular channels to the Deputy Minister who advises the Minister on appropriate action for presentation to cabinet. The approved regulations are applied and/or interpreted, in the normal course of events, by the director of the division. The Deputy Minister would become involved from time to time in matters considered to be of a "sticky" nature.

Finance. In each of the four provinces of Alberta, British Columbia, Manitoba, and Saskatchewan the Deputy Minister is deeply involved in matters related to finance. He is responsible for the preparation of the department of education budget as well as all disbursements under school capital and school operating grants. The Deputy Minister is assisted in this function by appropriate officers within the department. All regulations in respect to school capital and school operating grants proceed through the Deputy Minister who advises the Minister on appropriate action for presentation to cabinet. Application and/or interpretation of regulation is usually carried

out by an administrative office who maintains close contact with the Deputy Minister.

Six of the eight subjects perceived the Deputy Minister's involvement in matters related to finance to exist to a major degree. The remaining two subjects perceived it to be related to a normal degree.

TABLE IV
DEPUTY MINISTER'S INVOLVEMENT IN FINANCE

Major degree	Normal degree	Minor degree
6*	2**	0

*Four of the subjects indicated it was becoming more so.

**One of the subjects indicated it was relatively steady.

VI. RELATIONSHIPS IN MATTERS PERTAINING TO EDUCATION

Minister of Education. All eight subjects perceived the Deputy Minister's relationship with the Minister of Education to include advising. Seven of the eight perceived the relationship to further include conferring, consulting, and influencing, and six of the eight to further include encouraging and warning. One subject perceived the relationship to also include coordinating.

Five of the eight subjects perceived the degree of intensity of involvement to exist to a very high degree. One subject perceived it

to exist to a fairly high degree. The remaining subject perceived it to exist in the range between some degree-fairly high degree.

TABLE V

DEPUTY MINISTER'S RELATIONSHIP WITH MINISTER OF EDUCATION

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.	x	x	x				x	
2.	x							
3.	x	x	x			x	x	x
4.	x	x	x			x	x	x
5.	x	x	x			x	x	x
6.	x	x	x			x	x	x
7.	x	x	x	x		x	x	x
8.	x	x	x			x	x	x

TABLE VI

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN THE DEPUTY MINISTER AND MINISTER OF EDUCATION

Not at all	To a very slight degree	To some degree		To a fairly high degree		To a very high degree
0	0	0	1*	1	1**	5

*Subject's response ranged between some degree-fairly high degree.

**Subject's response ranged between a fairly high-very high degree.

Six of the eight subjects perceived the interaction, according to time demand, to occur often. One subject perceived it to occur in the range often-always. The remaining subject perceived it to occur in the range sometimes-often.

TABLE VII

TIME DEMAND OF THE RELATIONSHIP BETWEEN THE DEPUTY
MINISTER AND MINISTER OF EDUCATION

Never	Rarely	Sometimes		Often		Always
0	0	0	1*	6	1**	0

*Subject's response ranged between sometimes-often.

**Subject's response ranged between often-always.

Other Ministers of the Crown. All eight subjects perceived the Deputy Minister of Education's relationship with other Ministers of the Crown in the province's government to include conferring. Five of the eight perceived the relationship to further include consulting. One subject perceived the relationship to also include advising, and another subject perceived it to also include influencing.

Six of the eight subjects perceived the degree or intensity of involvement to exist to some degree. One subject perceived it to exist to a fairly high degree. The remaining subject perceived it to exist to a very slight degree.

Four of the eight subjects perceived the interaction, according to time demand, to occur sometimes. Two subjects perceived it to occur rarely. One subject perceived it to occur in the range sometimes-

often, and the remaining subject in the range rarely-sometimes.

TABLE VIII

DEPUTY MINISTER OF EDUCATION'S RELATIONSHIP
WITH OTHER MINISTERS OF THE CROWN

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.		x						
2.		x						
3.		x	x					
4.		x	x					
5.	x	x	x					
6.		x	x				x	
7.		x	x					
8.		x						

TABLE IX

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND OTHER
MINISTERS OF THE CROWN

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	1	6	1	0

TABLE X

TIME DEMAND OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND
OTHER MINISTERS OF THE CROWN

Never	Rarely	Sometimes	Often	Always
0	2	1*	4	1**
0	2	1*	4	1**

*Subject's response ranged between rarely-sometimes.

**Subject's response ranged between sometimes-often

Other deputy ministers in the province's government. All eight subjects perceived the Deputy Minister of Education's relationship with other provincial deputy ministers to include conferring. Seven of the eight perceived the relationship to further include consulting, three of the eight to further include influencing, and two of the eight to further include coordinating. One subject perceived it to also include advising.

Five of the eight subjects perceived the degree or intensity of involvement to exist to some degree. One subject perceived it to exist to a fairly high degree. One subject perceived it to exist to a very slight degree. The remaining subject perceived it to exist to a variable degree in the range from a very slight degree to a fairly high degree.

Five of the eight subjects perceived the interaction, according to time demand, to occur sometimes. Two subjects perceived it to occur in the range sometimes-often. One subject perceived it to occur

often, and the remaining subject rarely.

TABLE XI

DEPUTY MINISTER OF EDUCATION'S RELATIONSHIP WITH OTHER
DEPUTY MINISTERS IN THE PROVINCE'S GOVERNMENT

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.		x	x					
2.		x						
3.	x	x	x					
4.		x	x					
5.		x	x	x			x	
6.		x	x				x	
7.		x	x					
8.		x	x	x			x	

TABLE XII

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND OTHER
DEPUTY MINISTERS IN THE PROVINCE'S
GOVERNMENT

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	1	6*	1	0

*Includes one subject's response in the range between a very slight degree to a fairly high degree.

TABLE XIII

TIME DEMAND OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND
OTHER DEPUTY MINISTERS IN THE
PROVINCE'S GOVERNMENT

Never	Rarely	Sometimes		Often	Always
0	1	4	2*	1	0

*Subjects' responses in the range between sometimes-often.

Other deputy ministers of education across Canada. All eight subjects perceived the Deputy Minister of Education's relationship with other deputy ministers of education across Canada to include conferring. Seven of the eight perceived the relationship to further include consulting, and three of the eight to further include coordinating.

All eight subjects perceived the degree or intensity of involvement to exist to some degree.

Some of the eight subjects perceived the interaction, according to time demand, to occur sometimes. One subject perceived it to occur often.

Top level departmental personnel. All eight subjects perceived the relationship between the Deputy Minister and top level departmental personnel to include advising and directing. Seven of the eight subjects perceived the relationship to further include conferring, consulting, coordinating, encouraging, and influencing, and six subjects to further include warning.

TABLE XIV

DEPUTY MINISTER OF EDUCATION'S RELATIONSHIP WITH
OTHER DEPUTY MINISTERS OF EDUCATION ACROSS CANADA

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.		x	x					
2.		x	x					
3.		x	x					
4.		x	x					
5.		x	x					
6.		x	x	x				
7,		x		x				
8.		x	x	x				

TABLE XV

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND OTHER
DEPUTY MINISTERS OF EDUCATION ACROSS CANADA

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	8	0	0

TABLE XVI

TIME DEMAND OF THE RELATIONSHIP BETWEEN THE DEPUTY
MINISTER OF EDUCATION AND OTHER DEPUTY MINISTERS
OF EDUCATION ACROSS CANADA

Never	Rarely	Sometimes	Often	Always
0	0	7	1	0

Four of the eight subjects perceived the degree or intensity of the involvement to exist to a very high degree. One subject perceived it to exist in the range between a fairly high-very high degree, one subject to a fairly high degree, one subject in the range between some degree and a very high degree, and the remaining subject perceived it to exist in the range between a very slight degree to a very high degree.

Four of the eight subjects perceived the interaction, according to time demand, to occur often. One subject perceived it to occur always. The remaining three subjects perceived it to occur in the ranges often-always, sometimes to always, and rarely to always.

Advisory bodies. Both subjects in one province indicated that no direct relationship occurs between the Deputy Minister and advisory bodies. Any relationship which exists is indirect in that it occurs through a division director.

Five of the remaining six subjects perceived the relationship between the Deputy Minister of Education and advisory bodies to include conferring. Four of the six perceived the relationship to further

include advising, three of the six to include consulting, and two of the six to include influencing. One of the subjects perceived the relationship to occasionally include coordinating.

TABLE XVII

DEPUTY MINISTER'S RELATIONSHIP WITH TOP LEVEL
DEPARTMENTAL PERSONNEL

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.	x	x	x	x	x	x	x	x
2.	x							
3.	x	x	x	x	x	x	x	x
4.	x	x	x	x	x	x	x	x
5.	x	x	x	x	x	x	x	x
6.	x	x	x	x	x	x	x	x
7.	x	x	x	x	x	x	x	x
8.	x	x	x	x	x	x	x	x

TABLE XVIII

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN THE
DEPUTY MINISTER AND TOP LEVEL DEPARTMENTAL PERSONNEL

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree		
0	0	0	1*	2**	1***	4

*Subject's response ranged between a very slight degree to a very high degree.

**Includes subject's response which ranged between some degree to a very high degree.

***Subject's response ranged between a fairly high-very high degree.

TABLE XIX

TIME DEMAND OF THE RELATIONSHIP BETWEEN THE DEPUTY
MINISTER AND TOP LEVEL DEPARTMENTAL PERSONNEL

Never	Rarely	Sometimes	Often	Always
0	0	0	1*	5**
			1***	1

*Subject's response ranged between rarely and always.

**Includes subject's response in the range between sometimes and always.

***Subject's response ranged between often-always.

Five of the six subjects perceived the degree or intensity of involvement to exist to some degree. One subject perceived it to exist to a fairly high degree.

Five of the six subjects perceived the interaction according to time demand, to occur sometimes. One subject perceived it to occur often.

Elected bodies. Seven of the eight subjects perceived the relationship between the Deputy Minister of Education and elected bodies to include conferring. Five subjects perceived it to further include consulting, four subjects to further include advising, and three subjects to include influencing. One subject perceived the relationship

to also include encouraging, and one subject to also include warning.

TABLE XX

DEPUTY MINISTER OF EDUCATION'S RELATIONSHIP
WITH ADVISORY BODIES

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.		x	x	x				
2.	x	x						
3.	x	x						
4.	x						x	
5.	x	x	x					
6.	x	x	x				x	
7.	N/A*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Non applicable

TABLE XXI

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND
ADVISORY BODIES

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
2*	0	5	1	0

*Subjects' responses indicated relationship with advisory bodies was indirect and occurred at director's level.

TABLE XXII
TIME DEMAND OF THE RELATIONSHIP BETWEEN THE DEPUTY
MINISTER OF EDUCATION AND ADVISORY BODIES

Never	Rarely	Sometimes	Often	Always
2*	0	5	1	0

*Subjects did not deal directly with
advisory bodies.

Six of the eight subjects perceived the degree or intensity of involvement to exist to some degree. One subject perceived it to exist in the range between some degree-fairly high degree, and the remaining subject to a fairly high degree.

TABLE XXIII
DEPUTY MINISTER OF EDUCATION'S RELATIONSHIP
WITH ELECTED BODIES

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.		x	x					x
2.	x	x						
3.	x	x	x				x	
4.			x					
5.		x	x					
6.	x	x	x					
7.		x						x
8.	x	x					x	x

TABLE XXIV

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND ELECTED BODIES

Not at all	To a very slight degree	To some degree		To a fairly high degree	To a very high degree
0	0	6	1*	1	0

*Subject's response ranged between some degree-fairly high degree.

Three of the eight subjects perceived the interaction, according to time demand, to occur sometimes, and three of the eight to occur often. One subject perceived it to occur in the range sometimes-often, and the remaining subject to occur rarely.

TABLE XXV

TIME DEMAND OF THE RELATIONSHIP BETWEEN THE DEPUTY
MINISTER OF EDUCATION AND ELECTED BODIES

Never	Rarely	Sometime		Often	Always
0	1	3	1*	3	0

*Subject's response ranged between sometimes-often.

Special interest groups. All eight subjects perceived the relationship between the Deputy Minister of Education and special interest groups to include conferring. Five of the eight perceived the relationship to further include consulting, and two subjects to further include advising. One subject perceived the relationship to also include encouraging, and one subject to include also influencing.

TABLE XXVI

DEPUTY MINISTER OF EDUCATION'S RELATIONSHIP
WITH SPECIAL INTEREST GROUPS

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.		x	x					
2.	x	x						
3.		x						
4.		x	x					
5.		x	x					
6.	x	x	x				x	
7.		x						
8.		x	x			x		

Five of the eight subjects perceived the degree or intensity of involvement to exist to some degree. One subject perceived it to exist to a fairly high degree. One subject perceived it to exist in the range between some degree-fairly high degree, and one subject in the range between a very slight degree-some degree.

TABLE XXVII

INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN THE DEPUTY
MINISTER OF EDUCATION AND SPECIAL INTEREST GROUPS

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a high degree
0	0	1*	5	1**
			1	0

*Subject's response ranged between a very slight degree-some degree.

**Subject's response ranged between some degree-fairly high degree.

Four of the eight subjects perceived the interaction, according to time demand, to occur sometimes. Two subjects perceived it to occur often, and two subjects to occur in the range sometimes-often.

TABLE XXVIII

TIME DEMAND OF THE RELATIONSHIP BETWEEN THE
DEPUTY MINISTER OF EDUCATION AND
SPECIAL INTEREST GROUPS

Never	Rarely	Sometimes		Often	Always
0	0	4	2*	2	0

*Subjects' responses ranged between sometimes-often.

Individuals. Four of the eight subjects perceived the relationship between the Deputy Minister of Education and individuals to include advising. Three subjects perceived it to include conferring, and two subjects to include consulting. Two subjects indicated they normally refer individuals to other officials appropriate to the particular situation.

Four of the eight subjects perceived the degree or intensity of involvement to exist to a very slight degree, three of the eight perceived it to exist to some degree, and the remaining subject to exist to a fairly high degree.

TABLE XXIX
DEPUTY MINISTER OF EDUCATION'S RELATIONSHIP
WITH INDIVIDUALS

	Advi- sing	Confe- rring	Consu- lting	Coordi- nating	Direc- ting	Encour- aging	Influ- encing	War- ning
1.		x	x					
2.	x							
3.	x							
4.	x*							
5.		x	x					
6.	x	x						
7.	x*							
8.	x							

*refer

TABLE XXX
INTENSITY OF INVOLVEMENT OF THE RELATIONSHIP BETWEEN
THE DEPUTY MINISTER OF EDUCATION AND INDIVIDUALS

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a high degree
0	4	3	1	0

Four of the eight subjects perceived the interaction, according to time demand, to occur sometimes. Two subjects perceived it to occur rarely, one subject to occur often, and the remaining subject

to occur in the range rarely-sometimes.

TABLE XXXI

TIME DEMAND OF THE RELATIONSHIP BETWEEN THE
DEPUTY MINISTER OF EDUCATION
AND INDIVIDUALS

Never	Rarely	Sometimes	Often	Always
0	2	1*	4	1
				0

*Subject's response ranged between rarely-sometimes.

VII. PERCEPTIONS OF OTHER ASPECTS OF THE ROLE¹

Question: To what degree do you perceive that the Minister determines how the work system is set up and determines the policies, rules, procedures, or methods of the work system of the department of education, that is, to what extent do you perceive he is directly involved in the operation of the department?

Responses: Four of the eight subjects perceived that the Minister of Education is directly involved in the operation of the department to a very slight degree. Two subjects perceived him to be involved to some degree. One subject perceived him to be involved in the range some degree-fairly high degree, and the remaining subject in the range a very slight degree-some degree.

TABLE XXXII

DEGREE TO WHICH MINISTER OF EDUCATION
DETERMINES THE WORK SYSTEM OF
DEPARTMENT OF EDUCATION

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	4	1*	2	1**
			0	0

¹This particular format is being used in this section of the chapter as a convenience to the reader.

*Subject's response ranged between a very slight degree-some degree.

**Subject's response ranged between some degree-fairly high degree.

Question: To what degree do you perceive that you determine how the work system is set up and determine the policies, rules, procedures, or methods of the work system of the department of education?

Responses: Four of the eight subjects perceived that the Deputy Minister determines the work system of the department of education to a very high degree, one subject to a fairly high degree, and two subjects to some degree. The remaining subject perceived that the Deputy Minister determines policies to a very high degree, and the rules, procedures and methods to a very slight degree.

TABLE XXIII

DEGREE TO WHICH DEPUTY MINISTER DETERMINES THE
WORK SYSTEM OF THE DEPARTMENT OF EDUCATION

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	(1)*	2	1	4(1)**

*For rules, procedures, and methods of work system.

**For policies.

Question: To what degree do you perceive the top level personnel (i.e., those reporting directly and regularly to you) determine how the work system is set up and determine the policies, rules, procedures, or methods of the work system of the department of education?

Responses: Five of the eight subjects perceived that top level departmental personnel determine the work system of the department of education to a fairly high degree, and two subjects to a very high degree. The remaining subject perceived that top level departmental personnel

determine policies to a fairly high degree, and the rules, procedures, and methods of the work system to a very high degree.

TABLE XXXIV

DEGREE TO WHICH TOP LEVEL PERSONNEL DETERMINE
THE WORK SYSTEM OF THE DEPARTMENT OF EDUCATION

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	0	5(1)*	2(1)**

*For policies.

**For rules, procedures, and methods of work system.

Question: How often does the Minister give you instructions, advice, make suggestions, or help you with regard to the work system?

Responses: Seven of the eight subjects perceived that the Minister gives instructions, advice, makes suggestions, or helps with regard to the work system rarely. One subject perceived this to occur sometimes.

TABLE XXXV

INVOLVEMENT BY MINISTER IN DEPARTMENT
OF EDUCATION WORK SYSTEM

Never	Rarely	Sometimes	Often	Always
0	7*	1	0	0

*One subject's response indicated very rarely.

Question: How often do you give top level departmental personnel instructions, advice, make suggestions, or help them with regard to the work system?

Responses: Four of the eight subjects perceived that the Deputy Minister gives instructions, advice, makes suggestions, or helps with regard to the work system of the department sometimes. One subject perceived it to occur often, one subject in the range sometimes-often, and one subject in the range rarely-sometimes. The remaining subject perceived it to be rarely for internal administration and sometimes for policy.

TABLE XXXVI

INVOLVEMENT BY DEPUTY MINISTER IN DEPARTMENT
OF EDUCATION WORK SYSTEM

Never	Rarely	Sometimes	Often	Always
0	(1)*	1**	4(1)***	1****

*For internal administration.

**Subject's response ranged between rarely-sometimes.

***For policy.

****Subject's response ranged between sometimes-often.

Question: How often do you advise, encourage, and warn the Minister on matters pertaining to educational policy?

Responses: Two of the eight subjects perceived that the Deputy Minister advises, encourages, and warns the Minister on matters pertaining to educational policy always, two subjects perceived it to occur often, and two subjects sometimes. The remaining two subjects perceived it to occur in the range often-always

Question: How often do the top level departmental personnel advise, encourage, and warn you on matters pertaining to educational policy?

TABLE XXXVII
ADVISING, ENCOURAGING, AND WARNING THE MINISTER

Never	Rarely	Sometimes	Often		Always
0	0	2	2	2*	2

*Subjects' responses ranged between often-always. One subject indicated it to occur very frequently

Responses: Five of the eight subjects perceived that top level departmental personnel advises, encourages, and warns the Deputy Minister on matters pertaining to educational policy often. The remaining three subjects perceived it to occur in the range sometimes-often.

TABLE XXXVIII
ADVISING, ENCOURAGING, AND WARNING
THE DEPUTY MINISTER

Never	Rarely	Sometimes		Often	Always
0	0	0	3*	5	0

*Subjects' responses ranged between sometimes-often.

Question: If you deliberately disregarded the established methods, policies, rules, or procedures of the work system, how much would you expect the Minister of Education to disapprove or dislike it?

Responses: Five of the eight subjects perceived that they would not disregard methods, policies, rules, or procedures without prior discussion with the Minister. Of the remaining three subjects, two perceived the Minister would disapprove or dislike it to a fairly high degree and the other in the range fairly high-very high degree.

TABLE XXXIX
DISREGARDING THE ESTABLISHED WORK
SYSTEM

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	0	2	1*

*Subject's response ranged between a fairly high-very high degree.

Question: If you deliberately disregarded the established methods, policies, rules, or procedures of the work system, how much would you expect the professional personnel within the department to disapprove or dislike it?

Responses: One subject perceived that the Deputy Minister would not disregard methods, policies, rules, or procedures without prior discussion with the personnel involved. One subject perceived that the Deputy Minister would disregard the methods, policies, rules, or procedure to gather "mechanical information" but otherwise would not. Of the remaining six subjects, three perceived that professional personnel would disapprove or dislike it to a fairly high degree, two perceived it to be to a very high degree, and one subject to some degree.

TABLE XL
DISREGARDING THE ESTABLISHED WORK SYSTEM.

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	1	3	2

Question: To what extent do you perceive yourself as a political figure, which is to say, to what extent can you affect ministerial or cabinet policy decisions on matters pertaining to education?

Responses: Six of the eight subjects perceived that the Deputy Minister can affect ministerial or cabinet policy decisions on educational matters to a fairly high degree. One subject perceived the Deputy Minister can affect it to a very high degree, and the remaining subject perceived it to be to some degree.

TABLE XLI
PERCEPTION AS A POLITICAL FIGURE

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	1	6*	1

*One subject indicated effect only on ministerial policy decisions.

Question: To what extent do you affect ministerial or cabinet policy decisions on matters pertaining to education?

Responses: Six of the eight subjects perceived that the Deputy Minister does affect ministerial or cabinet policy decisions on educational matters to a fairly high degree. One subject perceived the Deputy Minister to affect it in the range some degree-fairly high degree, and the remaining subject perceived it to be to some degree.

TABLE XLII
PERCEPTION AS A POLITICAL FIGURE

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	1	1*	6
				0

*Subject's response ranged between some degree-fairly high degree.

Question: To what extent do you offer one recommendation as opposed to alternative recommendations to the Minister?

Responses: Four of the eight subjects perceived that the Deputy Minister offers a specific recommendation to the Minister to a very high degree. The remaining four subjects perceived it to be to some degree.

TABLE XLIII
RECOMMENDATIONS TO THE MINISTER

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	4	0	4*

*One subject indicated he would offer specific recommendations on educational matters to a very high degree, but would offer alternative recommendations on matters with possible political implications.

Question: What effect, if any, would you perceive a change in provincial governments to have on your duties, functions, and responsibilities?

Responses: Three of the eight subjects perceived slight change in the duties, functions, and responsibilities of the Deputy Minister with a change in provincial governments. Three subjects perceived some change, one subject perceived a change in the range some-fairly significant, and the remaining subject perceived a change in the range fairly significant-very significant.

Question: What effect, if any, would you perceive a change in Ministers of Education to have on your duties, functions, and responsibilities?

TABLE XLIV
PERCEPTION OF CHANGE IN ROLE WITH CHANGE IN
PROVINCIAL GOVERNMENTS

None	Slight	Some		Fairly Significant		Very Significant
0	3	3	1*	0	1**	0

*Subject's response ranged between some-fairly significant

**Subject's response ranged between fairly significant- very significant.

Responses: Five of the eight subjects perceived some change in the duties, functions, and responsibilities of the Deputy Minister with a change in Ministers of Education. Two subjects perceived slight change with a change in Ministers. The remaining subject, who had experienced a change in Ministers of Education, perceived no change but he felt the correct response should be some change.

TABLE XLV
PERCEPTION OF CHANGE IN ROLE WITH CHANGE IN
MINISTERS OF EDUCATION

None	Slight	Some	Fairly Significant	Very Significant
1	2	5	0	0

Question: How many departmental personnel report directly and regularly to you now OR (for immediate predecessors) have many reported to you towards the end of your term in office?

Responses: Three of the eight subjects have (had) five departmental personnel reporting directly to the Deputy Minister, two subjects have (had) six, two have (had) eight, and the remaining subject has (had) four.

TABLE XLVI
ACTUAL SPAN OF CONTROL

1-2	3-4	5-6	7-8	9+
0	1*	5**	2***	0

*Four.

**Three subjects have (had) five, 2 subjects have (had) six.

***Both eight.

Question: How many departmental personnel do you feel should report directly and regularly to you in order for you to efficiently and effectively administer the department of education?

Responses: The number of departmental personnel which should report directly and regularly to the Deputy Minister in order for him to effectively and efficiently administer the department was perceived by one subject to be three, by one subject to be three to four, by one subject to be four to five, by two subjects to be five, by one subject to be five to six, by one subject to be six to eight, and by the remaining subject to be eight.

TABLE XLVII
PERCEIVED IDEAL SPAN OF CONTROL

1-2	3-4	5-6	7-8	9+
0	2	1*	3	2**
0				0

*Subject's response was four to five.

**Includes one subject's response six to eight.

Question: To what extent, if any, do you perceive that the (top level departmental personnel) affect your role?

Responses: Three of the eight subjects perceived that top level departmental personnel affect the Deputy Minister's role to a very high degree. One subject perceived them to affect the role to a fairly high degree, and two subjects to affect the role to some degree. The remaining two subjects perceived the top level departmental personnel to affect the Deputy Minister's role in varying degrees, one varying between some degree-very high degree and the other varying between some degree-fairly high degree.

TABLE XLVIII
EFFECT OF TOP LEVEL PERSONNEL ON
DEPUTY MINISTER'S ROLE

Not at all	To a very slight degree	To some degree	To a fairly high degree	To a very high degree
0	0	2	1*	2**

*Subject's response ranged between some degree-fairly high degree.

**Includes subject's response in range between some degree-very high degree.

Question: Do you perceive your relationship with each of (Minister of Education, cohorts, departmental personnel, advisory bodies, elected bodies, other interest groups, and individuals) in matters pertaining to education as being (1) largely formal* (2) largely informal,* (3) unable to describe?

Responses: One subject perceived the relationship between the Deputy Minister and Minister of Education to be formal, five subjects perceived it to be informal, and the remaining two subjects perceived it to be both formal and informal depending on the situation.

*Formal and informal in this context refers to the interaction between individuals and/or groups rather than the commonly accepted definition of formal and informal organizations.

Seven of the eight subjects perceived the relationships between the Deputy Minister of Education and his cohorts to be informal. One subject perceived it to consist of both formal and informal relationships.

Five of the eight subjects perceived the relationship between the Deputy Minister of Education and top level departmental personnel to be informal. Three subjects perceived it to consist of both informal and formal relationship between the Deputy Minister and top level departmental personnel

Three of the eight subjects perceived the relationship between the Deputy Minister and advisory bodies to be formal, two subjects perceived it to be informal, and one subject perceived it to consist of both formal and informal relationships. Two subjects were unable to describe the relationship.

Four of the eight subjects perceived the relationship between the Deputy Minister and elected bodies to be formal, two subjects perceived it to be informal, and the remaining two subjects perceived it to consist of both formal and informal relationships.

Three of the eight subjects perceived the relationship between the Deputy Minister and other interest groups to be formal, three subjects perceived it to be informal, and the remaining two subjects perceived it to consist of both formal and informal relationships.

One subject perceived the relationship between the Deputy Minister and individuals to be formal, four subjects perceived it to be informal, and the remaining three subjects perceived it to consist of both formal and informal relationships.

Question: What sources of information concerning your duties, functions, and responsibilities are available?

Responses: All eight subjects indicated that, except for brief references in legislative prescriptions and The Interpretation Act, no information on the duties, functions and responsibilities of the Deputy Minister of Education is available.

Question: Do you identify primarily with the Minister or with the civil servants of the department?

TABLE XLIX
DEPUTY MINISTER'S RELATIONSHIP WITH
SELECTED OTHERS

	Largely formal	Largely informal	Formal & Informal	Unable to describe
Minister of Education	1	5	2	0
Cohorts	0	7	1	0
Departmental personnel	0	5	3	0
Advisory bodies	3	2	1	2
Elected bodies	4	2	2	0
Other interest groups	3	3	2	0
Individuals	1	4	3	0

Responses: Seven of the eight subjects perceived the Deputy Minister to be identified equally with both the Minister and civil servants of the department. The remaining subject identified primarily with the civil servants of the department.

Question: If you were to choose one word, e.g., planning, decision making, coordinating, communicating, evaluating, influencing, mediating, etc., that best describes your total job, which word would you choose?

Responses: Three subjects chose coordinating. Two subjects chose influencing, one of whom perceived decision making to be a close second choice. One subject chose evaluating. One subject chose planning to include decision making. The remaining subject perceived planning, decision making, and influencing as the least number he could choose.

Question: On what committees do you serve in an advisory capacity, or in any other capacity, that is directly related to your position as deputy minister of education?

Responses: All subjects indicated heavy involvement with committee work. All subjects serve, or have served, on the Board of Governors and/or Senate of the University. All subjects served on various departmental and inter-departmental committees. Some subjects served on committees set up by legislative prescription and peculiar to an individual province.

VIII. SUMMARY

Chapter V, drawing on the data presented in Chapter IV, reported interprovincial similarities and differences in perceptions held for the role of Deputy Minister of Education by all eight subjects. Personal data acquired from each of the subjects during the course of the interviews were reported. In almost all instances similarities in the perceptions held for the role were more frequent than were differences. Chapter VI, drawing on the data reported in Chapter IV and V, will attempt a general formulation of the role of the Deputy Minister of Education in western Canada.

CHAPTER VI

THE PERCEIVED ROLE: A GENERAL FORMULATION

I. INTRODUCTION

In order to provide a general formulation of the perceptions held for the role of Deputy Minister of Education in western Canada, it will be necessary to draw on the data accumulated during the course of the interviews. In certain areas and/or for certain questions, qualifying statements were offered by, and/or requested from, the subjects. In attempting a general formulation of the role these qualifying statements are directly related to perceptions held for the role by each of the subjects, and will be reported within the context of the areas being discussed.

In addition to the questions contained in the interview schedule and the qualifying statements offered by the subjects, two further questions were posed to the subjects.

The first subject interviewed suggested the following question,

Differentiate, and relate the Deputy Minister to the differentiation, as between the Department of Education as a business operation and the Department of Education as a facilitator of education out in the school system.

This question was subsequently posed to each of the subjects and their perceptions regarding it secured.

A second question was added to the interview schedule subsequent to the first interview,

Could you indicate, in general terms, a brief synopsis of your perception of the role of Deputy Minister of Education.

Responses to this question were secured from seven of the eight subjects included in the study.

It would appear that both of these questions bear directly on any general formulation of perceptions held for the role of Deputy Minister of Education. Accordingly, the responses to these questions will be reported within the context of a general formulation for the role of Deputy Minister of Education in western Canada.¹

II. THE GENERAL FORMULATION

Qualifications

The preliminary information secured suggests little basis for a general statement of the qualifications for the position of Deputy Minister of Education.

All subjects had undergone university training to the bachelor's level. Four of the eight subjects held master's degrees, and two of the four held two master's degrees. Six of the eight subjects held earned doctoral degrees, and one of the six held two earned doctoral degrees.

All eight subjects had experience as a teacher, and six of the eight had experience as a principal.

All eight subjects had been a provincial inspector or provincial superintendent of schools.

Four of the eight subjects had been chief superintendent of schools, one had been an assistant deputy minister and one a director

¹It should be noted that the general formulation herein referred to indicates a general formulation within the context of the selected aspects investigated in this thesis only. It does not refer to a global formulation of all aspects of the role of the deputy minister.

of school administration. One subject had no experience with a provincial department of education.

Duties

Administration of Department of Education. The information secured suggests that the responsibility for the internal administration and supervision of the department of education resides with the Deputy Minister to a high degree.

Nominally, as one subject noted, the Minister has this responsibility by the Deputy Minister assumes by far the greater part of it. The extent of the actual responsibility varies from Minister to Minister and the interpretation of the mandate in legislative prescription depends upon the particular Minister concerned. Evidently some Ministers adopt the policy of dealing with the department of education through the Deputy Minister in matters of administration, while other Ministers may consult departmental staff directly--with and without the Deputy Minister's knowledge.

In perceiving that responsibility for the administration of the department had been delegated to the Deputy Minister to a fairly high degree, one subject noted that action in this regard is always subject to the approval of the Minister. This is especially true on questions of finance and/or proposed major changes in policy where action would only be taken after consultation with the Minister. The subject felt free, however, to handle all other matters related to the administration of the department.

An interesting comparison was offered between the provincial government and a business corporation in discussing the Deputy

Minister's relationship with the Minister in the administration of the department. The cabinet was compared to the board of directors of a corporation insofar as policy is set at this level. The Minister of Education "symbolically represents the board of directors," that is, he "represents the cabinet, or government, insofar as the (province's) educational enterprise is concerned." The subject perceived the Deputy Minister as the "chief executive officer of the Minister" and the Minister "holds the Deputy Minister completely responsible for the administration of provincial programs in education."

Selection of top level personnel. The information secured suggests some conflict in the perceptions of the position holding general responsibility for the selection of top level personnel. Three subjects perceived general responsibility to reside with the Minister, three subjects perceived it to reside with the Deputy Minister, and two subjects perceived it to reside jointly with the Minister and Deputy Minister.

The information secured suggests that the actual selection of top level departmental personnel is carried out by the Deputy Minister. All selections, however, are subject to formal and final approval of the Minister of Education. It would appear that, once selection has been made by the Deputy Minister, approval by the Minister is a matter of routine. It is interesting to note that three of the subjects had formal departmental committees which aided the Deputy Minister in the actual selection. Two of the committees, a "senior appointments committee" and a "selection committee," were used specifically for the selection of departmental personnel; the third, a "directors' council," aids in the selection of personnel as one of its functions.

Specification of duties of top level departmental personnel. The information secured suggests that general responsibility for the specification of the duties of top level departmental personnel resides with the Deputy Minister. The information also suggests that the Deputy Minister carries out the actual specification of duties of personnel reporting directly and regularly to him. The general rule in this regard appears to be that actual specification of duties of personnel is carried out by the immediate superior of the position concerned.

Specified ministerial powers. Legislative prescription in each of the provinces of western Canada makes only brief reference to the position of Deputy Minister of Education. This study proceeded on the assumption that the Deputy Minister, in point of fact, performed many of the duties reserved by legislative prescription to the Minister. This assumption had its basis in The Interpretation Act of each of the provinces.

The drafting of regulations usually originated with the appropriate division. Since all regulations required an order in council, the drafted regulations proceeded through regular channels to the Deputy Minister. At this point the Deputy Minister determined which proposals he perceived to merit advancement for ministerial and/or cabinet consideration.

Decisions concerning the application and/or interpretation of approved regulations, in the normal course of events, are made by the director of the division involved. Matters considered to be of a "sticky" nature are referred to the Deputy Minister for interpretation and/or action. Matters with political implications are referred to the Minister for comment prior to any action being taken.

The Deputy Minister is particularly involved in matters related to finance. Six of the eight subjects, including all four incumbents, perceived the matter of finance to relate to the Deputy Minister's total administrative activities to a major degree. Four of the subjects noted that it was becoming increasing so.

Relationships in matters pertaining to education. The Deputy Minister's relationship with the Minister consists of advising, conferring, consulting, encouraging, influencing, and warning. This relationship exists to a high degree, and occurs often.

The Deputy Minister's relationship with other ministers of the Crown comprises conferring and consulting. This relationship exists to some degree, and occurs rarely to sometimes.

The Deputy Minister of Education's relationship with other deputy ministers in the province's government comprises conferring and consulting. This relationship exists to some degree, and occurs sometimes to fairly often.

The Deputy Minister of Education's relationship with other deputy ministers of education across Canada comprises conferring and consulting. This relationship exists to some degree, and occurs sometimes.

The Deputy Minister's relationship with top level departmental personnel comprises advising, conferring, consulting, coordinating, directing, encouraging, influencing, and warning. This relationship exists to a high degree, and occurs often.

The Deputy Minister's relationship with advisory bodies in Alberta, British Columbia, and Manitoba comprises advising and conferring. This relationship exists to some degree, and occurs sometimes.

The Deputy Minister's relationship with elected bodies comprises conferring, consulting, and, occasionally, advising and influencing. This relationship exists to some degree, and occurs fairly often.

The Deputy Minister's relationship with special interest groups comprises conferring and consulting. This relationship exists to some degree, and occurs sometimes.

The Deputy Minister's relationship with individuals comprises advising. This relationship exists to a slight degree, and occurs occasionally.

Perceptions of other aspects of the role. The Minister of Education determines how the work system is set up and determines the policies, rules, procedures, or methods of the department of education to a slight degree, the Deputy Minister determines it to a high degree, and top level departmental personnel determine it to a fairly high degree.

The Minister rarely gives instructions, advice, makes suggestions, or helps the Deputy Minister with regard to the work system. The Deputy Minister sometimes gives instructions, advice, makes suggestions, or helps top level personnel with regard to the work system.

The Deputy Minister advises, encourages, and warns the Minister often. Top level departmental personnel advise, encourage, and warn the Deputy Minister fairly often.

The Deputy Minister would not normally deliberately disregard the established methods, policies, rules, or procedures of the work system without prior consultation with the Minister and/or top level departmental personnel. If it did occur, the Deputy Minister would expect the Minister and top level departmental personnel to disapprove it or dislike it to a fairly high degree.

The Deputy Minister can, and does, affect ministerial or cabinet policy decisions on matters pertaining to education to a fairly high degree.

The Deputy Minister offers a specific recommendation to the Minister to a fairly high degree. This perception depends on circumstances to some degree.

A change in provincial governments would have slight-some effect on the duties, functions, and responsibilities of the Deputy Minister. A change in Ministers would have some effect.

Four to eight top level personnel report(ed) directly and regularly to the Deputy Minister. Subjects' responses varied on the ideal number to report ranging between four to eight.

Top level departmental personnel affect the Deputy Minister's role to a fairly high degree.

The Deputy Minister's relationship with the Minister of Education, cohorts, and top level departmental personnel is largely informal. The relationship with others is both formal and informal depending on time and circumstances.

The Deputy Minister identifies equally with both the Minister and civil servants of the department.

No one concept best describes the Deputy Minister's total job. From time to time the Minister is engaged in planning, decision making, coordinating, evaluation, and influencing.

The Deputy Minister is deeply involved in committee work. On certain occasions a designate may assume the function.

General Business Manager versus Facilitator

Each subject was requested to comment on the following question,

Differentiate, and relate the Deputy Minister to the differentiation, as between the department of education as a business operation AND the department of education as a facilitator of education out in the school system.

The responses to this question, in all instances, were able to be taken as a direct quote and will be presented for the subjects in the order consistent with that used throughout this study.

Subject 1: Facilitator. The other, a general business manager, would be a negation of everything I believe in this thing of public education. The function of the department of education is to structure, coordinate, and provide leadership to the school system.

Subject 2: The department of education exists primarily to facilitate and contribute to the operation of the school system. Under our law there is a dual responsibility between the department and school boards. As Deputy Minister I gave some thought and attention to what was going on out in the schools--but I also gave thought to the department to keep it moving. (It was) largely one of seeing to it that the department of education was an efficiently operating body so that the (senior departmental personnel) had freedom and a good atmosphere in which to work so that they could do the educational job. (I considered myself to be a) general manager of the department of education.

Subject 3: As I see the function of the department of education it is unfortunately the servant of the government and has very little life of its own. Within this small life of its own we try to improve the services and to improve the business operation. I see the Deputy Minister and senior officials having to swing back and forth like a pendulum and at times fight hard for both concepts. We are banging both gongs at each extreme of the pendulum from time to time although there are forces which would try to force us into one of the two extremes, viz., Minister of Finance versus various educational groups.

Subject 4: A facilitator of education out in the system. The people in the field are out on the firing line . . . my office is far removed . . . the function of the department (and the deputy minister) is to facilitate education out in the system.

- Subject 5: A facilitator. The responsibility of the department is to establish a framework within which education can function in the province and to encourage all concerned to achieve to the highest possible degree within this framework. While I am conscious of money, budget, operation of the department, and so on, I put them second to this major purpose.
- Subject 6: Both. No question but that I had to manage the business (operation) but quite frankly there was no point in managing the business unless you could make the entire school system a better system.
- Subject 7: I would like to think (facilitator)--but the truth is it is (a general business manager). I perceive the Deputy Minister as general manager of the educational enterprise hoping that in the process you are also a facilitator (of education out in the school system).
- Subject 8: I didn't differentiate between the two. I considered myself as a general manager of a big business operation but that if I operated it efficiently, and in keeping with the stated goals, I would at the same time be a facilitator of education out in the system.

Thus, three subjects perceived the Deputy Minister to be a facilitator of education out in the school system, two subjects perceived the Deputy Minister to be a general business manager of the department of education, two subjects perceived the Deputy Minister to be involved as both a facilitator and a general business manager, and the remaining subject did not differentiate between the two. On the basis of this information this study is unable to generalize in respect to the Deputy Minister as a general manager of the department of education or a facilitator of education out in the school system.

Subjects' perceptions of the role

All but one of the subjects were requested to "indicate, in general terms, a brief synopsis of your perception of the role of Deputy Minister of Education." The responses, in all instances, were able to be taken as a direct quote and will be presented for the subjects in the order

consistent with that used throughout this study. No response is available for subject 2.

- Subject 1: The Deputy Minister is at the point between the professionals and the public. He has pushed through the whole field of professionalism, that is, teacher, principal, superintendent, etc., (and the) Deputy Minister moves beyond and reaches the point where he plays between professionals and the public. His function is to interpret the professionals to the public, and the public to the professionals. By public, in this context, I am referring to a limited public as represented by the government of the day.
- Subject 2: No response available.
- Subject 3: I think the successful Deputy Minister is one who perceives where the principal changes in the educational system ought to occur and to help the Minister to understand the need for these changes, and also to help my colleagues equip institutions so changes can come about. The trap that always lies ahead of a Deputy Minister is the assumption that everything is going ahead quite well and nothing needs to be changed . . . (the Deputy Minister) ends up in a day to day battle to maintain the status quo. This breeds obsolescence on behalf of the Minister and senior staff officers. The department of education cannot survive under the (senior staff officers). The Deputy Minister has to keep his department moving forward (especially) by keeping attitudes and interests up, particularly those of his colleagues and the Minister.
- Subject 4: Advising the Minister, coordinating the department of education, evaluating the educational program. I perceive myself (unofficially) as personnel officer for senior personnel.
- Subject 5: To bring to bear on the government, that is, the cabinet and legislature, the point of view of education in order that education will receive its proper attention and have adequate support in relation to the total needs and resources of our society--in a word, to provide educational leadership.
- Subject 6: To make possible the development of a better educational system in all its aspects.
- Subject 7: (from a statement drafted by the Department of Education). The role of the department "is to assist the government of (the province) in developing policy on educational matters and to interpret, implement and administer government policy and legislation relating to education." This is a dual role, advisory and to serve as the executive arm of the government. "In fulfilling the dual role of adviser to the government and

administrator of its policies and legislation relating to education, the objects of the department are to ensure (a) the availability of educational opportunities which will enable the people of (the province) to achieve and maintain a quality of life consistent with their needs, capabilities, and aspirations, and (b) effective utilization of available educational resources in the province." This reflects what I think of as the role and objectives of the department, and the role of the Deputy Minister is primarily and fundamentally the accomplishment of the role and objectives of the department as stated.

Subject 8: In advising the Minister the Deputy Minister is attempting to synthesize and coordinate all the communications' threads that come from the department and through the educational system as a whole so that political decisions may be made on the best possible bases for the continued growth and health of the educational system. In addition, his role requires that he initiate formulation of guidelines for the implementation of political decisions. At the same time he is directly responsible for the efficient operation of the department. The role is an extremely important and key one for the general health of the educational system. So, in a word, it involves the interpretation of the educational system as an operational body on the one hand and the whole political system on the other, and vice versa.

III. SUMMARY

This chapter has synthesized the data accumulated through the interview schedule and presented those aspects of it which could be considered as generally applicable to the position of Deputy Minister of Education. Direct quotes were also presented for two additional questions considered appropriate to the discussion and which reported the Deputy Minister's perceptions of his role as a general manager of the department of education or a facilitator of education out in the school system, and his synopsis of the role of Deputy Minister of Education.

CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS, AND CONCLUDING STATEMENT

I. SUMMARY

This investigation has been concerned with the role of deputy minister of education. More specifically, it has been concerned with some aspects of the role of selected deputy ministers of education.

An interview schedule was designed by the writer to investigate the stated subproblems and included five general areas related to these subproblems. All interviews were conducted personally by the writer.

The aspects of the role, arbitrarily chosen by the writer in his investigation comprised five major areas including (1) administration of the department of education, (2) general responsibility for the selection and specification of duties of top level departmental personnel, (3) distribution of specified ministerial powers, (4) relationships between the deputy minister and selected others in matters pertaining to education, and (5) perception of other aspects of the role.

Two additional questions were concerned with the subjects' perception of the deputy minister as a general (business) manager of the department of education or as a facilitator of education out in the school system, and a brief synopsis of the subjects' perception of the role of the deputy minister of education.

The deputy ministers of education selected for the study comprised the incumbents in the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan, as well as each of their immediate predecessors.

Subproblem No. 1. The action involved in the exercise of selected ministerial powers and the performance of selected ministerial duties as noted in legislative prescription was investigated. In most instances ministerial powers are exercised by, and ministerial duties are performed by, the deputy minister in actual practice. The deputy minister may act on his own discretion, on internal departmental advice, or delegate the authority for action to a subordinate office. In some instances the delegation, from the Minister to the deputy minister or from the deputy minister to a subordinate office, may be complete; in other instances the actual delegation may be far less. The Minister, however, always retains the prerogative of final approval with the accompanying right of veto, and all action by the deputy minister must be carried out in light of this prerogative. This is especially true in all matters having possible political implications. The deputy minister is guided in his actions by The Interpretation Act of each of the four provinces of western Canada.

Subproblem No. 2. The deputy ministers of education in the provinces of Alberta, British Columbia, Manitoba, and Saskatchewan are involved in various types of relationships in matters pertaining to education with the Minister of Education, other ministers of the Crown, cohorts, top level departmental personnel, and other bodies and individuals. These relationships may include one or more of advising, conferring, consulting, coordinating, directing, encouraging, influencing, and warning. The degree or intensity of involvement in these relationships may vary from a very slight degree to a very high degree, and the time demand may vary from rarely to always.

Subproblem No. 3. The deputy minister is guided in his behavior by his perception of the expectations held for the position of deputy minister by the Minister and top level departmental personnel. Action is rarely, if ever, taken without prior consultation with one and/or the other. Appropriately, the deputy minister is acutely conscious of these expectations, which suggests that behavior of the incumbent will vary from Minister to Minister and with different top level departmental personnel. Rapport with the Minister and top level personnel of the department of education is crucial to successful performance in the role.

II. CONCLUSIONS AND IMPLICATIONS

This study has resulted in the formulation by the writer of a number of conclusions and accompanying implications. All of these conclusions can be subsumed under two general conclusions and will be presented in that manner.

Conclusion 1

While there appears to be a general role applicable to all deputy ministers of education, there is no role which is specifically applicable in detail to all deputy ministers, which is to say, there is no rigid pattern of behavior which must be exhibited by any incumbent at given times or in given situations and which could be applicable to all deputy ministers.

Any deputy minister is, at first, an individual. As an individual he occupies the position of deputy minister of education which, through time and circumstance, will reflect the personality of the incumbent as modified by the expectations of others. The actual portrayal of the role

by any given individual is dependent upon the individual's perception of the expectations held for the role and the degree to which he chooses to act on these perceptions.

In the final analysis, then, the actual enactment of the role of deputy minister of education, at any given point in time, is contingent upon (1) the incumbent himself, (2) the Minister of Education, (3) the top level departmental personnel, and (4) the cabinet. This suggests, and is intended to suggest, that variations may occur in the role with changes in ministers, top level departmental personnel, and the cabinet. These variations result from interaction with the different individuals assuming different positions as well as their collective impact on the position of deputy minister. It further implies that the deputy minister has a certain area of discretion, albeit a small area, within which he may choose to enact the role.

Conclusion 2

The deputy minister of education is a political figure. Existing as it does at the juncture between the political body (the nonprofessional politicians) and the bureaucracy (the professional nonpoliticians) the position of deputy minister of education, as well as the individual occupying the position, are inextricably enmeshed in the politics of education. This fact became increasingly apparent throughout the course of all interviews.

Item 1. Political and educational implications on matters pertaining to education cannot be clearly differentiated. Every educational decision appears to have political implications of one kind or another, and every political decision appears to have educational implications of

one kind or another. Unless a deputy minister realizes this, and works with the Minister on this understanding, successful performance in the role is hindered, which is to say, any distinction between the Minister solely as a politician or the deputy minister solely as the educator severely limits the operational effectiveness of the role.

Item II. The contention that no clear distinction can exist between policy formulation and its execution or administration has been effectively shown by various writers--Gulick, for example, as far back as 1933 positively denied their separation--and demands the type of understanding between the Minister and deputy minister indicated in item I. Policy making may take place at many levels but the policy itself is always subject to political determination, and arrived at in a political environment. While the deputy minister is unable to legislate policy--this prerogative resides with the government--he may, and certainly does, exert considerable influence in the actual formulation of it. This suggests that the only real power that a deputy minister possesses, outside of his personal power within the department, lies in his ability to influence the Minister of Education, and through him the cabinet, in the establishment of policy. In a more restricted sense, of course, the deputy minister is constantly formulating minor policy within the broader context of total government policy.

Item III. The implication, logically following from items I and II, that the deputy minister must be politically sensitive is thus apparent and is crucial to effective operational performance in the role. Almost all interaction between the political body and the bureaucracy occurs through the deputy minister and, in this sense, he must

effectively function as a "clearing house" and/or "interpretator" of the one for the other. This, coupled with the fact that as the department of education has grown, the remoteness of the Minister from it has forced the department to work on its own, gives emphasis to the discretionary power of the position of deputy minister of education and implies the extent to which the deputy minister must become involved in the politics of education.

Item IV. Within the sphere in which the deputy minister acts as a political figure, the apparent importance of "advising, encouraging, and warning" the Minister seems extremely crucial to effective performance in the role. In reply to the question, "why should the deputy minister advise and warn the Minister on political matters?" one subject noted "so that (the Minister) will have . . . policies of such a nature as to commend themselves to the voting public at election time." This carries the implication that, ultimately, the Minister is held responsible by the public and one of the major functions of the deputy minister is to "protect" the Minister in the sense of making him aware of all the possible (political) implications of his decisions in respect to education. The significance of this function was suggested by a subject who noted a Minister, as a political figure, "could be ruined by the refusal of the deputy minister to reveal the total impact of decisions made by the department of education in terms of their total implications for (the Minister)."¹ This implication suggests that the deputy minister

¹It is noted that this is only one possible way whereby a Minister may lose office. Other ways exist as, for example, due to policy formulated by the government, or a lack of complete information from MLAs in particular constituencies in respect to proposed legislation, etc.

must be able to recognize action that would be, at once, educationally sound and politically acceptable. It carries the further implication that action which is now educationally sound but not politically acceptable must await a proper political climate.

Item V. As an adjunct to the preceding items, and in the same sense that the deputy minister must be politically sensitive in his capacity of advising, encouraging, and warning the Minister, so too must top level departmental personnel be politically sensitive in their capacity of advising, encouraging, and warning the deputy minister. The same implications exist for the deputy minister, as stated in item IV for the Minister, if top level departmental personnel fail in this regard.

III. CONCLUDING STATEMENT

During the course of the interviews conducted to secure data for this study the writer formed some general impressions which appear to be worthy of note. In order to give structure to these general impressions a concluding statement has been added.

Decisions on matters pertaining to education are always subject ultimately to political determination, and arrived at often in a political environment. This environment is determined by the general public since, in choosing to delegate power to a given body, it is in effect saying, "We cannot and will not bother with such matters as a general rule; we can attend well to only so much. But whenever we are much disturbed about something we are delegating to you, we shall suspend the delegation by voting you out of office." The intent of this temporary mandate to a governing body is abundantly clear and, one might logically

assume, all action is taken in light of it. Everything having to do with government and everything the government does is political. The government must recognize that decisions on matters pertaining to education affect the attitudes of people, and if their decisions affect the attitudes of people they must also affect their voting behavior. Such is the crucial relationship between the government of the day and a general public who have temporarily delegated power to it.

The deputy minister of education, then, must function under the above conditions and attempt to coordinate pressures from politicians, the general public, and professional educators. He must function as a check and a balance, sometimes to the politicians, sometimes to the general public, and sometimes to professional educators. He exists, as it were, in the "eye of the hurricane," and attempts to guide its unpredictable tendencies in a direction best suited to the health of the system. He must be able to recognize the pressure points where his greatest power, the power of influence, can be maximized on behalf of the educational system. And he must be able to recognize educational action which is, at the same time, educationally sound and politically acceptable--if these two conditions do not exist simultaneously, he must await a politically acceptable climate and be prepared to immediately act. This is, in any context, no simple task.

In concluding this study one further implication should be noted. This study has focused on the deputy minister of education in western Canada and provided some basis for comparison with other areas in Canada, notably the Atlantic provinces, Ontario, and Quebec. It would be interesting to speculate on the degree of similarity, or dissimilarity,

which might exist in the enactment of the role of deputy minister of education between these different areas. Further studies of this nature might also provide a deeper insight into the politics of education.

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A P P E N D I C E S

1. The first of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the proposed amendments to the Bill.

2. The second of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the proposed amendments to the Bill.

APPENDIX A

1. The first of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the proposed amendments to the Bill.

2. The second of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the proposed amendments to the Bill.

3. The third of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the proposed amendments to the Bill.

4. The fourth of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the proposed amendments to the Bill.

APPENDIX B

APPENDIX C

June 24, 1968.

Dr. (Mr.)
 Deputy Minister of Education
 Department of Education
Edmonton, Alberta; Winnipeg, Manitoba;
Regina, Saskatchewan; Victoria, B. C.

Dear Dr. (Mr.):

I am a principal (on leave) with the Labrador City-Wabush School Board, Newfoundland & Labrador, and I am presently engaged in research in connection with my studies in Educational Administration at the University of Alberta. The purpose of my research is to analyze and describe the role of the Deputy Minister of Education. The deputy ministers chosen for this study are those of the four western provinces. It is hoped that (to the current deputy ministers) the immediate predecessors of each of the current deputy ministers will also agree to participate OR (to immediate predecessors of the current deputy ministers) you, as a former deputy minister, will also agree to participate since your knowledge of the position would undoubtedly add to the significance of the study.

It seems to me that the pivotal role of Deputy Minister of Education has been neglected in the research efforts of Canadian Universities. Both my advisors, Dr. C. S. Bumbarger and Dr. E. D. Hodgson, agree with me. Hence my desire to undertake this particular study.

The method I propose to use in this study is the personal interview. I have prepared an interview schedule of such a nature, hopefully, that demand on your time will be minimized. In this regard, I respectfully request a meeting with you early in July, preferably prior to July 19, 1968. This meeting would, of course, take place at your pleasure.

In the interest of more effective utilization of my personal resources, I hope it may be possible to arrange interviews with both yourself and the other subject(s) in your area on a single trip. Therefore, if you could suggest alternative dates satisfactory to you, I should be able to accommodate you in one of them. I plan to telephone to confirm details of an interview time and date and forward, prior to our meeting, a copy of the interview schedule. (Delete this paragraph for Alberta.)

As a token of my appreciation of your cooperation in this regard, I should like to offer you a copy of my study upon its completion should you be inclined to accept it. I would hope that such a token might be of interest to you.

Respectfully yours,

Joseph G. Rousseau Jr.

Please reply to:

Joseph G. Rousseau Jr.
Department of Educational Administration
University of Alberta
Edmonton, Alberta

cc.

Dr. T. C. Byrne, Deputy Minister, Alberta
Dr. W. H. Swift, Immediate Predecessor

Dr. G. N. Perry, Deputy Minister, B. C.
Dr. J. F. K. English, Immediate Predecessor

Dr. W. C. Lorimer, Deputy Minister, Manitoba
Mr. B. Scott Bateman, Immediate Predecessor

Mr. Lyle H. Bergstrom, Deputy Minister, Saskatchewan
Dr. Ray F. E. Harvey, Immediate Predecessor

APPENDIX A

APPENDIX A

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APPENDIX B

APPENDIX B

APPENDIX B

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APPENDIX B

University of Alberta

Faculty of Graduate Studies

Department of Educational Administration

An Interview Schedule

Designed to collect data for

The Thesis

SOME ASPECTS OF THE ROLE OF SELECTED
DEPUTY MINISTERS OF EDUCATION

by

Joseph G. Rousseau Jr.

Direction to the Interviewer

Introductory note to the Interviewer: Where any uncertainty might exist regarding any of the questions to be posed during the interview, instructions for the interviewer appear in brackets.

One possibility is extremely important to anticipate during the course of the interview: where the subject might not give a reply which is appropriate to any of the multiple responses accompanying most questions, the interviewer should then attempt to interpret the subject's response, perhaps in the following manner, "Would I then be correct, sir, in interpreting your response to be . . . ? e.g., not at all . . . , etc., OR never . . . etc.," and so on. In each case, however, it is absolutely necessary that the subject confirm your interpretation. It is also important to note any interpretation you may be requested to give so as to ensure the identical interpretation for other subjects if same should be requested.

PRELIMINARY INFORMATION

Name: _____

Number of years as deputy minister of education: _____

University training beyond bachelor's level: _____

No. of provincial governments with whom you have served as deputy minister of education: _____

No. of ministers with whom you have served as deputy minister of education: _____

Previous positions held:

1) within a school district.

2) within the department of education.

within other provincial government departments.

3) educational institutions and agencies other than those stated above.

4) other (specify).

RE: ADMINISTRATION OF THE DEPARTMENT OF EDUCATION. (Address only that statement appropriate to the subject being interviewed in each case. You will note that three of the four statements have been crossed out, i.e., those three not appropriate to the subject.)

1. The following statement is found in your province's Education Act.

- (a) ALBERTA -- "The Minister shall administer, control and manage the Department, and shall oversee and direct its officers, clerks and servants of the Department."
- (b) MANITOBA -- ". . . the minister shall have the management and direction of the Department."
- (c) SASKATCHEWAN -- "There shall be a department . . . which shall be called the department of education, over which the Minister of Education shall preside."
- (d) BRITISH COLUMBIA -- ". . . the Minister . . . shall have the management and direction of the Department."

QUESTION: (To be put to each of the subjects. Interviewer should check one only of the five possible coded responses.)

To what extent are you, as a deputy minister, responsible for the general internal administration and supervision of the department of education, that is, to what degree has this responsibility been delegated to you by the Minister?

_____ (1) not at all? (2) to a very slight degree? (3) to some degree? (4) to a fairly high degree? (5) to a very high degree?

RE: TOP-LEVEL PROFESSIONAL PERSONNEL OF THE DEPARTMENT.

2. With regard to the top-level professional personnel of the department of education (i.e., those reporting directly and regularly to you):

(Note the subject's responses in the spaces provided below each of the questions, a, b, c, d.)

- (a) What position has general responsibility for seeing that the necessary personnel are selected?
- (b) What position(s) actually carries out the selection?
- (c) What position has general responsibility for seeing that the duties of these personnel are specified?
- (d) What position(s) actually specifies the duties of these personnel?

RE: MINISTERIAL POWERS AS SPECIFIED THROUGH PROVINCIAL STATUTE.

3. Certain functions and duties are listed in the Education Act of your province. Would you please indicate for each which:
 - (1) are retained by the minister and exercised by him independent of any external advice whatsoever;
 - (2) are retained by the minister and exercised by him upon the advice of some body or person external to the department of education;
 - (3) are retained by the minister and exercised by him upon the advice of some body or person internal to the department of education;
 - (4) are delegated to you and exercised by you upon the advice of some body or person external to the department of education;

- (5) are delegated to you and exercised by you upon the advice of some body or person internal to the department of education;
- (6) are delegated to you and exercised by you;
- (7) are delegated to you and, in turn, are delegated to and exercised by a subordinate office; or
- (8) are exercised by some other, e.g., a governmental agency or board.

(Using 1, 2, 3, 4, 5, 6, 7, 8 as coded responses, place the number most appropriate to the response in the space to the left of each question.)

A) In the area of instructional materials:

- ___(a) authorization of textbooks;
- ___(b) authorization of reference books;
- ___(c) authorization of other related instructional materials, e.g., maps, globes, etc.

B) With regard to curriculum:

- ___(a) authorization of course of study including the introduction of new courses in the existing course of study;
- ___(b) drafting of regulations regarding correspondence courses;
- ___(c) making decisions concerning the general application of the regulations;
- ___(d) drafting of regulations regarding special education, e.g., education for the handicapped;
- ___(e) making decisions concerning the general application of the regulations;
- ___(f) drafting of regulations regarding vocational and technical education;
- ___(g) making decisions concerning the general application of the regulations.

C) Pertaining to teachers:

- ___(a) drafting of regulations regarding training and certification of teachers;
- ___(b) making decisions regarding the general application of the regulations;
- ___(c) drafting of regulations regarding suspension or cancellation of teacher certificates;
- ___(d) making decisions regarding the general application of the regulations;
- ___(e) drafting of regulations regarding duties of teachers;
- ___(f) making decisions regarding the general application of the regulations.

D) Pertaining to schools: (Subjects in the provinces of Alberta, Manitoba, or Saskatchewan may wish to respond to this question as it is quoted, OR may wish to comment on each of the areas contained therein. Either method would be satisfactory as you will note space has been provided for both types of responses.)

- ___(a) ALBERTA -- make regulations regarding the "classification (___), organization (___), government (___), examination (___) of all schools."
- ___(b) MANITOBA -- "Prescribe the classification (___), organization (___), discipline (___), and government (___) of . . . model, secondary, and public schools."
- ___(c) SASKATCHEWAN -- make regulations regarding the "classification (___), organization (___), government (___), examination (___) of all schools."
- ___(d) BRITISH COLUMBIA -- ". . . has charge of the . . . management of all schools established under this Act."

E) With regard to school sites and buildings: (Subjects in the provinces of Manitoba or Saskatchewan may wish to respond to this question as it is quoted, OR may wish to comment on each of the areas contained therein. Either method would be satisfactory as you will note space has been provided for both types of responses.)

(a) ALBERTA

- ___ (i) approval for selection of building sites (where applicable);
- ___ (ii) approval before accepting tender for school building;
- ___ (iii) approval for provision of materials, supplies and labor.

(b) MANITOBA

- ___ "Prescribe dimensions (___), equipment (___), style (___), plan furnishing (___), decorating (___), heating and ventilation (___) of school houses and premises."

(c) SASKATCHEWAN

- ___ ". . . construction (___), furnish (___), and care (___) of school buildings and the arrangement (___) of school premises."

(d) BRITISH COLUMBIA:

(N.B. The local school board selects sites for buildings and extensions, a responsibility which, by legislative prescription, rests with the minister in Alberta, Manitoba, and Saskatchewan. . . .)

(An attempt should be made to determine any powers or responsibility that might be exercised by the Minister or Deputy Minister in this area.)

F) With regard to school districts:

- ___ (a) creation and organization of school districts;
- ___ (b) definition of school district boundaries;
- ___ (c) reorganization of existing school districts;
- ___ (d) dissolution of existing school districts.

G) Relating to school trustees

- ___ (a) number in district (where applicable);
- ___ (b) appointment of official trustee.

H) Relating to departmental personnel

- ___ (a) designation of supervisor;
- ___ (b) designation of inspector;
- ___ (c) designation of school attendance officer;
- ___ (d) designation of school district superintendent (where applicable).

I) In the area of post secondary education:

- ___ (a) drafting of regulations regarding technical and vocational institutions;
- ___ (b) making decisions concerning the general application of the regulations;
- ___ (c) drafting of regulations regarding teacher training institutions;
- ___ (d) making decisions concerning the general application of the regulations.

J) Pertaining to pupils:

- ___ (a) drafting of regulations regarding scholarships from government sources;
- ___ (b) making decisions concerning general application of the regulations.

K) In the area of finance:

- (a) What controls are exercised over the budget for the department of education?
- (b) What position(s) exercises these controls?
- (c) What controls are exercised over school operating grants?
- (d) What position(s) exercises these controls?
- (e) What controls are exercised over school capital grants?
- (f) What position(s) exercises these controls?

- ___ (g) drafting of regulations regarding capital grants;
- ___ (h) making decisions concerning general application of the regulations;
- ___ (i) drafting of regulations regarding current operating grants;
- ___ (j) making decisions concerning general application of the regulations;
- (k) Is the budget for the department of education referred to you for your approval, or do you have no concern with it?
- (l) Are school capital and school operating grants referred to you for your approval, or do you have no concern with them?
- (m) Within the total framework of educational finance, insofar as the provincial department of education is concerned, and within the context of your position as deputy minister of education, do you perceive that the question of finance relates to your administrative activities to a (i) major degree, (ii) minor degree, or (iii) normal degree?

RE: RELATIONSHIPS IN MATTERS PERTAINING TO EDUCATION.

(This question should proceed in two parts. First, the interviewer should attempt to determine the nature of the interaction. The responses should be placed in the space provided to the left under the word nature. Secondly, the interviewer should then attempt to determine both the degree or intensity and time demands upon the Deputy Minister. Responses should be placed in the spaces provided to the left under the words degree and time.)

4. As deputy minister of education it would be expected that you would have numerous relationships in matters pertaining to education. Would you please indicate for each of the following possible relationships:
 - (a) the nature of the interaction, e.g., consulting, conferring, advising, directing, coordinating, warning, encouraging, influencing, etc.

- (b) the degree (intensity) of involvement according to the following code: (1) not at all, (2) to a very slight degree, (3) to some degree, (4) to a fairly high degree, (5) to a very high degree.
- (c) the time demand according to the following code: (1) never, (2) rarely, (3) sometimes, (4) often, (5) always.

<u>Nature</u>	<u>Deg-</u>	<u>Ti-</u>	
	<u>ree</u>	<u>me</u>	
			A) Superiors.
			(i) <u>Internal</u>
_____	_____	_____	Minister of Education.
			(ii) <u>External</u>
_____	_____	_____	Other ministers of the crown, e.g., finance, municipal affairs, health.
			B) Cohorts.
			(i) <u>Internal</u>
_____	_____	_____	Other deputy ministers in your province's government.
			(ii) <u>External</u>
_____	_____	_____	Other deputy ministers of education across Canada.
			C) Others.
			(i) <u>Internal</u>
			Department of educational personnel especially those reporting directly and regularly to you.
			<u>ALBERTA</u>
_____	_____	_____	Chief Superintendent of Schools
_____	_____	_____	Director of School Administration

_____	_____	_____	Director of Vocational Education
_____	_____	_____	Chief Administrative Officer

MANITOBA

_____	_____	_____	Associate Deputy Ministers (2)
_____	_____	_____	Assistant Deputy Ministers (2)
_____	_____	_____	Assistant to the Deputy Minister

SASKATCHEWAN

_____	_____	_____	Assistant Deputy Minister
_____	_____	_____	Administrative Officer
_____	_____	_____	Director of Research
_____	_____	_____	Director of Teacher Training
_____	_____	_____	Director Special Services
_____	_____	_____	Director of Vocational Education

BRITISH COLUMBIA

_____	_____	_____	Superintendent of Education
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(ii) External

_____	_____	_____	Advisory Bodies, e.g., Post-Secondary Boards.
_____	_____	_____	Elected Bodies, e.g., district school boards.
_____	_____	_____	Special Interest Groups, e.g., Provincial Trustee Organization, Provincial Teacher Organization.
_____	_____	_____	Individuals

RE: PERCEPTIONS OF OTHER ASPECTS OF THE ROLE.

(The majority of questions in this section are coded 1, 2, 3, 4, 5. Using this code to indicate the response of the subject,

place the number most appropriate to the response in the space to the left of each question.)

(Where open-end questions have been used, space has been left to note subject's replies.)

5. A) To what degree do you perceive that the Minister determines how the work system is set up and determines the policies, rules, procedures, or methods of the work system of the department of education, that is, to what extent do you perceive he is directly involved in the operation of the department?

— (1) not at all? (2) to a very slight degree? (3) to some degree? (4) to a fairly high degree? (5) to a very high degree?

- B) To what degree do you perceive that you determine how the work system is set up and determine the policies, rules, procedures, or methods of the work system of the department of education?

— (1) not at all? (2) to a very slight degree? (3) to some degree? (4) to a fairly high degree? (5) to a very high degree?

- C) To what degree do you perceive the top-level personnel (i.e., those reporting directly and regularly to you) determine how the work system is set up and determine the policies, rules, procedures, or methods of the work system of the department of education?

— (1) not at all? (2) to a very slight degree? (3) to some degree? (4) to a fairly high degree? (5) to a very high degree?

- D) How often does the Minister give you instructions, advice, make suggestions, or help you with regard to the work system?

— (1) never? (2) rarely? (3) sometimes? (4) often? (5) always?

- E) How often do you give top-level departmental personnel instructions, advice, make suggestions, or help them with regard to the work system?

— (1) never? (2) rarely? (3) sometimes? (4) often? (5) always?

F) How often do you advise, encourage, and warn the minister on matters pertaining to educational policy?

— (1) never? (2) rarely? (3) sometimes? (4) often?
(5) always?

G) How often do the top-level departmental personnel advise, encourage, and warn you on matters pertaining to educational policy?

— (1) never? (2) rarely? (3) sometimes? (4) often?
(5) always?

H) If you deliberately disregarded the established methods, policies, rules, or procedures of the work system, how much would you expect the Minister of Education to disapprove or dislike it?

— (1) not at all? (2) to a very slight degree?
(3) to some degree? (4) to a fairly high degree?
(5) to a very high degree?

I) If you deliberately disregarded the established methods, policies, rules, or procedures of the work system, how much would you expect the professional personnel within the department to disapprove or dislike it?

— (1) not at all? (2) to a very slight degree?
(3) to some degree? (4) to a fairly high degree?
(5) to a very high degree?

J) To what extent to you perceive yourself as a political figure, which is to say:

(a) to what extent can you affect ministerial or cabinet policy decisions on matters pertaining to education?

— (1) not at all? (2) to a very slight degree?
(3) to some degree? (4) to a fairly high degree?
(5) to a very high degree?

(b) to what extent do you affect ministerial or cabinet policy decisions on matters pertaining to education?

— (1) not at all? (2) to a very slight degree?
(3) to some degree? (4) to a fairly high degree?
(5) to a very high degree?

(c) to what extent do you offer one recommendation as opposed to alternative recommendations to the Minister?

- (1) not at all? (2) to a very slight degree?
 (3) to some degree? (4) to a fairly high degree?
 (5) to a very high degree?

K) (a) What effect, if any, would you perceive a change in provincial governments to have on your duties, functions, and responsibilities?

- (1) none? (2) slight? (3) some? (4) fairly significant?
 (5) very significant?

(b) What effect, if any, would you perceive a change in Ministers of Education to have on your duties, functions, and responsibilities?

- (1) none? (2) slight? (3) some? (4) fairly significant?
 (5) very significant?

L) (a) How many departmental personnel report directly and regularly to you now?

- (1) 1-2? (2) 3-4? (3) 5-6? (4) 7-8? (5) 9+?

(b) Has the number changed since you assumed office?

If so, WHO brought about the change?

WHY was the change brought about?

(c) How many departmental personnel do you feel should report directly and regularly to you in order for you to effectively and efficiently administer the department of education?

- (1) 1-2? (2) 3-4? (3) 5-6? (4) 7-8? (5) 9+?

M) To what extent, if any, do you perceive that the following officers affect your role?

(a) ALBERTA

-- Chief Superintendent of Schools
 Director of School Administration
 Director of Vocational Education
 Chief Administrative Officer

(b) MANITOBA -- Assistant Deputy Ministers (2)
 Assistant Deputy Ministers (2)
 Assistant to the Deputy Minister

(c) SASKATCHEWAN -- Assistant Deputy Minister
 Administrative Officer
 Director of Research

(d) BRITISH COLUMBIA -- Superintendent of Education
 Others

— (1) not at all? (2) to a very slight degree?
 (3) to some degree? (4) to a fairly high degree?
 (5) to a very high degree?

N) What sources of information concerning your duties, functions and responsibilities are available?

O) How are you able to maintain the Minister's confidence in your advice?

P) Do you identify primarily with the Minister or with the civil servants in the Department?

Q) Do you perceive your relationships with each of the following in matters pertaining to education as being (1) largely formal, (2) largely informal, (3) unable to describe?

___ Minister of Education

___ Elected Bodies

___ Cohorts

___ Other Interest Groups

___ Departmental Personnel

___ Individuals

___ Advisory Bodies

R) If you were to use one word, e.g., planning, decision making, coordinating, communicating, evaluating, influencing, mediating, etc., that best describes your total job, which word would you choose?

S) On what committees do you serve in an advisory capacity, or in any other capacity, that is directly related to your position as deputy minister of education?

T) Other questions:

- (i) Differentiate, and relate the Deputy Minister to the differentiation, as between the Department of Education as a business operation and the Department of Education as a facilitator of education out in the school system.
- (ii) Could you indicate, in general terms, a brief synopsis of your perception of the role of the Deputy Minister of Education.

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